

Consultation on updating our rules and guidance for Project qualifications



March 2017

Ofqual/17/6182

Contents

Summary of proposals.....	2
Introduction	3
About this consultation	3
Project qualifications	3
Withdrawing the Code for Project.....	4
New rules for reviews and appeals	5
Transitional arrangements	7
New rules for awarding and grading	8
Updating our rules for Project qualifications	8
Permitting alternative approaches to marking	9
Removing obsolete requirements for allocating Guided Learning.....	9
Removing redundant assessment requirements.....	10
Removing grade descriptors	11
Improving consistency of requirements across levels.....	11
Proposed Conditions, requirements and guidance for Project qualifications	13
Equality analysis	14
Ofqual’s role, objectives and duties	14
Equality impact analysis of proposed changes to rules and guidance for Project qualifications	14
Regulatory impact	15
Responding to this consultation	17
How to respond	17
Evaluating the responses	17
Appendix A – Ofqual’s role, objectives and duties	18
Appendix B – Proposed Conditions and requirements for Project qualifications	21
Appendix C – Proposed qualification level guidance for Project qualifications	65

Summary of proposals

We propose to:

- remove existing rules for Project qualifications that are no longer needed including withdrawing the *GCSE, GCE, Principal Learning and Project Code of Practice* in respect of Project qualifications¹;
- simplify and consolidate the Project rules that we do need to retain that are in the *Criteria for Foundation, Higher and Advanced Diploma Qualifications* into Qualification Level Conditions and requirements, making changes to bring them into line with the rest of our regulatory framework;
- put in place new regulations through Qualification Level Conditions and guidance which:
 - implement the approach to reviews of marking, reviews of moderation and appeals that we have implemented for GCSEs, AS and A levels; and
 - replace arrangements for grading which currently form part of the *GCSE, GCE, Principal Learning and Project Code of Practice*, in line with the approach we use for setting these rules for GCSEs (A* to G) and pre-reform AS and A levels.

¹ We are also [proposing](#) to withdraw the *GCSE, GCE, Principal Learning and Project Code of Practice* for Principal Learning qualifications. Taken together, these proposals mean it will cease to apply to any regulated qualifications.

Introduction

About this consultation

This consultation is about changes to our qualification-specific rules and guidance for Project qualifications.

We propose to remove rules that we no longer need, and to simplify and consolidate those we do. This will improve the way we present our rules, making them easier for awarding organisations to follow, and make them more consistent with those for other qualifications. As part of this, we propose to withdraw the *GCSE, GCE, Principal Learning and Project Code of Practice*² (the Code) with respect to Project qualifications.

In line with our previous decisions for GCSEs (A*-G), AS and A levels,³ in respect of which we have already withdrawn the Code, we propose to replace parts of it with new rules covering reviews and appeals, awarding and grading.

We seek views on both the parts of our existing rules we should retain, and on the specific rules and guidance we propose should replace parts of the Code. We published our proposed Conditions and requirements in Appendix B. We published our proposed guidance in Appendix C.

Project qualifications

Project qualifications are single-component qualifications which are assessed and marked in centres.

Students plan and carry out a project of their choice. Options for this include a report with findings from an investigation or study, a dissertation, an artefact or a performance. Project qualifications are available at three levels, level 1, level 2 and level 3, with the level 3 Project referred to as the Extended Project. They are used in some instances as part of university entrance requirements. There are currently 12 Project qualifications and there were approximately 45,500 certifications in 2015/16 across all three levels.

Our qualification-specific rules for Project qualifications are in two different documents:

- the Code; and

² www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice

³ www.gov.uk/government/consultations/marking-reviews-appeals-grade-boundaries-and-code-of-practice

- *Criteria for Foundation, Higher and Advanced Diploma Qualifications*,⁴ which contains rules about content, assessment, grading and awarding.

Withdrawing the Code for Project

The Code sets out the processes that awarding organisations should follow in the design, delivery and award of qualifications. It sets out the roles and responsibilities of exam boards and centres.

Following consultation⁵, we withdrew the Code for GCSE (A*-G), pre-reform AS and A levels in August 2016. The reasons were that:

- it did not reflect the way we now set rules as the Code specifies processes that exam boards must follow, rather than the outcomes they must achieve;
- the use of technology has transformed the way exam boards operate and the Code does not reflect this completely;
- most of the rules in the Code are covered by our *General Conditions of Recognition*;⁶ and
- withdrawing the Code:
 - removes unnecessary duplication within our requirements, simplifying them and eliminating unnecessary burden;
 - allows exam boards to innovate and improve their processes; and
 - makes clear that our focus is on the outcomes exam boards achieve, allowing us to hold them to account more effectively.

In place of the Code, we put in place only those additional rules we needed to regulate GCSE, AS and A levels effectively, for reviews and appeals of results and awarding and grading.

When we withdrew the Code in respect of GCSE (A*-G), pre-reform AS and A levels, we decided to retain the Code's rules as they relate to Project and Principal Learning qualifications and to consult further on specific rules for these qualifications. This consultation is about the new rules for Project, which we propose, will replace the Code for Project. We are consulting separately on removing the Code for Principal

⁴ www.gov.uk/government/publications/criteria-for-foundation-higher-and-advanced-diploma-qualifications

⁵ www.gov.uk/government/consultations/marking-reviews-appeals-grade-boundaries-and-code-of-practice

⁶ www.gov.uk/government/publications/general-conditions-of-recognition

Learning; taken together, these proposals mean that the Code will no longer apply to any regulated qualifications.

As for GCSE (A*-G) and pre-reform AS and A levels, there are two parts of the Code that are not sufficiently covered elsewhere in our regulatory framework, so need replacing for Project qualifications when we remove the Code. These are:

- the process for centres to ask an exam board to review a mark or moderation decision because it suspects a mistake has been made;
- how an exam board sets grade boundaries.

In line with the approach we took when we withdrew the Code for other qualifications, we are proposing to:

- withdraw the Code for Project qualifications; and
- introduce new rules for Project qualifications that replace the parts of the Code that cover reviews, appeals, awarding and grading.

Question 1: To what extent do you agree or disagree that we should replace the Code for Project qualifications with new rules that cover only reviews, appeals, awarding and grading?

New rules for reviews and appeals

We propose to implement the approach we adopted for GCSEs, AS and A levels. This includes the outcome of our decision about whether the new appeals arrangements that we are currently piloting in pre-reform A level physics, religious studies and geography should apply to Project qualifications.

As set out in our previous consultation⁷, we consider it important that legitimate marks are not replaced with different legitimate marks on review; only genuine marking errors should be corrected. We also think it is important that students have the same opportunity to seek a review of their marks for Project qualifications as they do in GCSEs, AS and A levels. This is particularly important given the number of students who take them and their role in university admissions.

In line with the approach we have taken for GCSEs, AS and A levels, we propose to put in place requirements so that:

⁷ www.gov.uk/government/consultations/marking-reviews-appeals-grade-boundaries-and-code-of-practice

- students can request a review of centre marked assessments before moderation and have access to marked scripts to support this decision from 2018;
- centres can request a review of marking⁸ or a review of moderation;
- reviewers carrying out reviews of marking and moderation are trained to do so;
- only errors are corrected in reviews of marking or moderation, meaning one legitimate mark is not replaced by another;
- awarding organisations provide reasons for the outcomes of reviews moderation and, where applicable, reviews of marking (initially upon request, automatically by no later than summer 2020);
- centres can request a review for an administrative error and have these corrected;
- appeals can be made on the grounds that an awarding organisation did not follow its procedures consistently or fairly, or, subject to the outcome of the pilot⁹, there was a marking or moderation error either in the original marking/moderation or at review;
- awarding organisations must set and take all reasonable steps to meet dates for their reviews and appeals process; and
- awarding organisations must publish data about the outcomes of reviews of marking and moderation.

⁸ Our current rules mean that all Project qualifications must use internal assessment, for which reviews of marking are not needed. As set out below, we are proposing to change our requirements to permit alternative approaches to marking, and an awarding body could choose to mark students' work itself in the future. We are therefore proposing to future-proof our requirements by including the rules for reviews of marking that would be needed in that situation. In particular, any exam board that chooses to mark an assessment itself will need to provide Centres with copies of marked assessment material to help them decide whether to request a review of marking, (initially on request, automatically by no later than summer 2020).

⁹ Awarding bodies piloted the provision of the extended ground (that there had been a Marking Error) for appeal in three GCE subjects in 2016. We are evaluating the pilot to inform decisions as to whether to roll out the new ground of appeal, and if so how we roll this out. We define Marking Error as the awarding of a mark or the arrival at an outcome of Moderation which could not reasonably have been given or arrived at given the evidence generated by the Learner(s) (and for Moderation, the centre's marking of that evidence), the criteria against which Learners' performance is differentiated and any procedures of the awarding organisation in relation to Moderation or marking, including in particular where the awarding of a mark or outcome of moderation is based on: an Administrative Error, a failure to apply such criteria and procedures to the evidence generated by the Learner(s) where that failure did not involve the exercise of academic judgment, or an unreasonable exercise of academic judgment

We propose to implement these requirements ahead of the summer 2017 exam series.

Question 2: To what extent do you agree or disagree that the requirements for reviews of marking, moderation and appeals in the Project should reflect those for GCSEs, AS and A levels?

Question 3: To what extent do you agree or disagree that the requirements for reviews of marking, moderation and appeals in the Project should be introduced for the summer 2017 exam series?

Transitional arrangements

When we introduced our new reviews and appeals arrangements for GCSE, AS and A levels, we implemented most of the new rules for the summer 2016 exam series. We decided, however, to delay some to allow exam boards time to make any necessary changes to their systems. For those parts of the rules not yet in place, we propose to implement them to the same timescales as for GCSE, AS and A level. This means:

- a detailed framework which exam boards will use to set dates for reviews and appeals will be introduced for the summer 2017 exam series;
- the requirement for learners to request the results of centre-marked assessments will be introduced for the summer 2018 exam series; and
- changes to our requirements for reviews of marking¹⁰ (which would only apply to Project if an exam board chose to mark an assessment itself – none currently do) will come into effect alongside the equivalent changes at AS and A level.

We will consider further when the automatic grade protection that currently applies following a review of moderation will be removed, but it will remain in place for the summer 2017 and 2018 exam series.

We will also consider further the timing of the introduction of the new ground of appeal following our evaluation of the pilot.

¹⁰ from the summer 2020 exam series onwards, exam boards will be required to make marked assessment materials available to Centres, and provide reasons for review of marking decisions automatically (rather than on request). Some exam boards intend to make these changes sooner, and we are encouraging other to do so where possible.

Question 4: To what extent do you agree or disagree that the transitional changes to reviews of marking, moderation and appeals should be introduced for Project according to the same timescales as for GCSEs, AS and A levels?

New rules for awarding and grading

In line with the approach we took for GCSEs, AS and A levels, we propose to replace the part of the Code which covers awarding and grading with new rules and guidance for Project qualifications.

The new rules and guidance we introduced for GCSEs, AS and A levels do not precisely replicate the requirements in the Code. Instead, they:

- set high-level requirements on types of evidence exam boards should take into account when setting grade boundaries, and support this with guidance providing examples of such evidence; and
- specify the way in which grade boundaries should be set – but remove current rules which specify the exact order for setting grade boundaries.

We propose to take the same approach for Project qualifications, with the only difference from our rules for GCSEs, AS and A levels being to reflect the different grading scale used for Project qualifications.

We propose to put these requirements in place ahead of summer 2017 exam series.

Question 5: To what extent do you agree or disagree with our proposed approach to awarding and grading in Project qualifications?

Updating our rules for Project qualifications

As set out above, some of our rules for Project qualifications are set out in *Criteria for Foundation, Higher and Advanced Diploma Qualifications*, rather than the Code. Withdrawing the Code provides us with an opportunity to consolidate all of our Project rules into a single document. We think this is the right thing to do because it will streamline our regulatory framework, remove duplication and make our requirements clearer and easier to navigate. It will reduce regulatory burden on awarding organisations without undermining protection for students and other qualification users.

We propose to merge the existing rules for Project qualifications contained in *Criteria for Foundation, Higher and Advanced Diploma Qualifications* with the new rules on reviews and appeals, and awarding and grading we are introducing to replace the Code.

As part of this, we intend to make some changes to the format and structure of these rules. These changes mainly reduce duplication from our current requirements. They also remove references to other qualifications that formerly formed part of the 14-19 Diploma, and improve consistency with our *General Conditions of Recognition* and equivalent rules for reformed GCSEs, AS and A levels.

We also propose to make a small number of substantive changes to our rules for Project qualifications, which:

- permit, but do not require, alternative valid approaches to marking;
- remove the requirement for awarding bodies to assign specific numbers of hours for Guided Learning¹¹;
- remove redundant assessment requirements;
- remove grade descriptors; and
- improve consistency across our requirements for Project qualifications at different levels.

Permitting alternative approaches to marking

Our rules for Project qualifications currently require the scheme of assessment to “be through internal assessment”.

Current qualifications use internal assessment and we see no reason to require a different approach. At the same time, we do not believe that internal assessment is the only valid way of assessing Project qualifications. We think it is equally possible to design a valid Project qualification where the assessments are marked by the awarding organisation. Making this change would also give awarding organisations more flexibility to deal with any problems their centres have in marking to the standards the awarding organisation requires.

We propose to remove the current requirement for internal assessment. In the absence of a specific requirement, awarding bodies will then be free to adopt whatever approach to marking is most appropriate.

Removing obsolete requirements for allocating Guided Learning

Our rules for Project qualifications currently include requirements around the number of hours of Guided Learning.

¹¹ As part of General Condition E7, awarding organisations must comply with the requirements relating to Guided Learning and Total Qualification Time.

For level 3 Project qualifications, these rules are already obsolete as they have been superseded by our requirements for Guided Learning and Total Qualification Time in General Condition E7. For level 1 and level 2 Project qualifications, the equivalent rules will similarly become obsolete at the end of 2017.

Rather than keep a rule which will shortly be replaced, we propose to remove these requirements immediately.

Removing redundant assessment requirements

Paragraphs 44-45, 56-57 and 68-69 of *Criteria for Foundation, Higher and Advanced Diploma Qualifications* set out high-level requirements, for assessment in level 1, level 2 and level 3 Project qualifications respectively. These requirements are largely identical at each of the three levels and require the assessment system to include:

- centre approval of the appropriateness of the project proposal
- agreement on the range of acceptable evidence
- evidence of monitoring by teachers
- clear protocols for provision of advice, guidance, interim reviews and redrafting opportunities
- arrangements for quality assurance of the assessment
- authentication of learners' work by teachers, and
- at levels 1 and 2:
 - verification or moderation of centres and centre staff, and
 - mark schemes which reflect the detail and demand of the assessment objectives and grade descriptions.

The above requirements duplicate existing rules within our regulatory framework:

- other parts of the rules for Project qualifications that we propose to retain already require Centre approval of students' projects;
- General Conditions G8.1(a) and G9.2(c) already require awarding bodies to take all reasonable steps to ensure that students work is authentic, and can be authenticated; and
- General Condition H2 requires awarding bodies to have "clear and effective arrangements" for moderation/verification whenever an assessment is marked by a centre.

As a result, our view is these requirements are no longer necessary, and we propose to remove them.

Removing grade descriptors

Our current rules for Project qualifications include grade descriptors for a number of different grades at level 1, 2 and 3. These were developed with the intention that they should be used in awarding and grading, but are not used in this way.

In line with the approach taken to setting standards for reformed GCSEs,¹² AS and A levels, we propose to remove the current grade descriptors for Project qualifications. Instead, awarding bodies will have to have regard to an appropriate range of evidence when setting standards.

Improving consistency of requirements across levels

We identified two instances within our legacy rules for Project qualifications where there are inconsistencies between the rules at different levels.

The first is a requirement (currently paragraph 73 of *Criteria for Foundation, Higher and Advanced Diploma Qualifications*) which relates to the provision of evidence for group projects.

In the case of group projects [...] evidence must be individual to the Learner. While larger group activities, for example an expedition or a performance, may be a vehicle for evidence, that evidence must demonstrate how the Learner has met the assessment objectives and performance criteria (paragraph 73 of *Criteria for Foundation, Higher and Advanced Diploma Qualifications*)

This requirement currently only applies to level 3 Project qualifications, but we see no reason why it should not also apply to level 1 and level 2 qualifications. We propose to extend this requirement to all Project qualifications.

The second relates to rules covering the topic of the project. Here, our legacy rules impose largely identical obligations for all levels of Project qualifications, but use different wording at level 3.

Wording of requirement (level 1 and level 2)	Wording of requirement (level 3)
--	----------------------------------

¹² While we have produced grade descriptors for reformed GCSEs, they are not used in awarding and grading. Rather, they act as an aid to teachers, providing an indication of likely levels of performance at grades 2, 5 and 8.

<p>Learners are required to select a suitable topic for their project. This means that:</p> <ul style="list-style-type: none"> ■ the topic must be chosen by Learners through negotiation with their Teacher and, if appropriate, an employer ■ Learners may choose one of many, different types of project, but the topic selected must have the potential to provide the Learner with opportunities to meet all the assessment objectives [for a Project at the appropriate level]. <p>(paragraphs 40.1/52.1 and 40.3/52.3 of <i>Criteria for Foundation, Higher and Advanced Diploma Qualifications</i> – within the sections covering the topic for Project qualifications at level 1 and level 2)</p>	<p>[Project qualifications at level 3 must:]</p> <ul style="list-style-type: none"> ■ be based on a topic chosen by the Learner(s) and agreed as appropriate by the Centre; ■ be based on a topic that has the potential to provide the Learner(s) with opportunities to meet all the assessment objectives <p>(paragraphs 63.3 and 63.4 of <i>Criteria for Foundation, Higher and Advanced Diploma Qualifications</i> – within the section covering the scope of Project qualifications at level 3)</p>
--	--

Here, we think it would be clearer to use the same wording at all levels – as this would make it clear that our expectations are the same. We propose to use more concise wording from the current level 3 rules at all three levels.

Question 6: Do you have any comments on the changes we are proposing to our rules for Project qualifications?

Proposed Conditions, requirements and guidance for Project qualifications

As set out above, we are proposing to introduce new rules and guidance for Project qualifications. We are proposing to introduce two new documents:

- *Qualification Level Conditions and Requirements for Project*, which sets out rules for all Project qualifications; and
- *Qualification Level Guidance for Project* which supports those rules, and also applies to all Project qualifications.

Appendix B sets out the full text of our proposed Conditions and requirements for this consultation. Appendix C sets out the full text of our proposed guidance.

Question 7: Do you have any comments on our proposed Conditions and requirements for Project qualifications?

Question 8: Do you have any comments on our proposed guidance for Project qualifications?

Equality analysis

Ofqual's role, objectives and duties

We are subject to the public sector equality duty. We have set out in Appendix A how this duty interacts with our statutory objectives and other duties.

Equality impact analysis of proposed changes to rules and guidance for Project qualifications

We considered the likely impact of our proposals on people because they share certain protected characteristics.¹³

The majority of our proposed changes are to the way we present our rules and guidance, rather than changes to their substance.

The main substantive change we propose is to replace the Code with new rules for reviews and appeals. We have already introduced the same changes for GCSEs, AS and A levels, so the equality impact analysis from our earlier consultation on replacing the Code for GCSEs, AS and A levels¹⁴ is relevant here and we encourage you to read it.

The other changes we propose reduce prescription and permit alternative approaches, but do not require changes to existing qualifications. While awarding organisations could choose to make changes, we do not expect this to be the case in these established qualifications.

Overall, our view is that our proposals will have neither a positive nor a negative impact for any particular group of persons who share a protected characteristic.

Question 9: We have not identified any ways in which the proposed changes to rules and guidance for Project qualifications would impact (positively or negatively) on persons who share a protected characteristic.¹⁵ Are there any potential impacts we have not identified?

Question 10: Are there any additional steps we could take to mitigate any negative impact resulting from these proposals on persons who share a protected characteristic?

Question 11: Do you have any other comments on the impacts of the proposals on persons who share a protected characteristic?

¹³ 'Protected characteristic' is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment.

¹⁴ <https://www.gov.uk/government/consultations/marking-reviews-appeals-grade-boundaries-and-code-of-practice>

¹⁵ 'Protected characteristic' is defined in the Equality Act 2010. Here, it means disability, racial group, age, religion or belief, pregnancy or maternity, sex, sexual orientation and gender reassignment.

Regulatory impact

We considered the regulatory impact of our proposals.

We propose to remove a number of regulatory requirements that previously applied. Our view is that the requirements we propose to remove duplicate many of the requirements already covered by the General Conditions. In a number of other places, where requirements are not duplicated, we consider the requirements we propose to remove are not necessary to regulate these qualifications effectively. While they are in place, they impose unnecessary regulatory burdens on awarding organisations. By prescribing detailed processes, they also prevent awarding organisations from finding alternative, potentially more effective ways, of meeting our requirements. Removing these requirements should reduce the regulatory burden on awarding organisations.

Where we propose to implement requirements through qualification level conditions, for awarding and grading and those rules we propose to transfer from the existing *Criteria for Foundation, Higher and Advanced Diploma Qualifications* these largely reflect established processes. The one area where this is not the case is our requirements for reviews and appeals. These requirements may require awarding organisations to make some changes to their existing processes. While they are currently required to have processes in place, they will have to ensure that these comply with our new requirements in this area. We carried out a full regulatory impact assessment¹⁶ of the equivalent changes for GCSE, AS and A levels and we consider the impact for Project to be similar. We consider this to be proportionate and necessary however to ensure that reviews and appeals are carried out appropriately and that students are not unfairly advantaged or disadvantaged.

Overall, our changes to the rules and guidance for Project qualifications will reduce the number and length of documents that awarding organisations need to read and follow.

We did not identify any other additional regulatory burden as a result of our proposals.

Question 12: We have not identified any ways in which the proposed specifications will unduly increase the regulatory impact of our proposals. To what extent do you agree or disagree with this assessment?

¹⁶ www.gov.uk/government/consultations/changes-to-regulations-for-enquiries-and-appeals

Question 13: Are there any additional steps we could take to reduce the regulatory impact of our proposals?

Question 14: Are there any costs or benefits associated with our proposals which we have not identified?

Responding to this consultation

How to respond

The closing date for responses to this consultation is **18 April 2017**.

Please respond to this consultation in one of three ways:

- complete the online response (click 'Respond online' on the [consultation homepage](#))
- download the response form from the [consultation homepage](#) and either:
 - email your response to consultations@ofqual.gov.uk – please include *Project Consultation 2017* in the subject line of the email and make clear who you are and in what capacity you are responding; or
 - post your response to: *Project Consultation 2017*, Ofqual, Spring Place, Herald Avenue, Coventry, CV5 6UB, making clear who you are and in what capacity you are responding.

Evaluating the responses

To evaluate responses properly, we need to know who is responding to the consultation and in what capacity. We will therefore only consider your response if you complete the information page.

Any personal data (such as your name, address and any other identifying information) will be processed in accordance with the Data Protection Act 1998 and our standard terms and conditions.

We will publish the evaluation of responses. Please note that we may publish all or part of your response unless you tell us (in your answer to the confidentiality question) that you want us to treat your response as confidential. If you tell us you wish your response to be treated as confidential, we will not include your details in any published list of respondents, although we may quote from your response anonymously.

Please respond by 5:00pm on 18 April 2017.

Appendix A – Ofqual’s role, objectives and duties

Our statutory objectives include the qualifications standards objective, which is to secure that the qualifications we regulate:

- (a) give a reliable indication of knowledge, skills and understanding; and
- (b) indicate:
 - (i) a consistent level of attainment (including over time) between comparable regulated qualifications; and
 - (ii) a consistent level of attainment (but not over time) between qualifications we regulate and comparable qualifications (including those awarded outside of the UK) that we do not regulate.

We must therefore regulate so that qualifications properly differentiate between students who have demonstrated that they have the knowledge, skills and understanding required to attain the qualification and those who have not.

We also have a duty under the Apprenticeship, Skills, Children and Learning Act 2009 to have regard to the reasonable requirements of relevant students, including those with special educational needs and disabilities, of employers and of the higher education sector, and to aspects of government policy when so directed by the Secretary of State.

As a public body, we are subject to the public sector equality duty¹⁷. This duty requires us to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The exam boards that design, deliver and award GCSE, A level and AS qualifications are required by the Equality Act, among other things, to make reasonable adjustments for disabled people taking their qualifications, except where we have specified that such adjustments should not be made.

¹⁷ Equality Act 2010, s.149

When we decide whether such adjustments should not be made, we must have regard to:

- (a) the need to minimise the extent to which disabled persons are disadvantaged in attaining the qualification because of their disabilities;
- (b) the need to secure that the qualification gives a reliable indication of the knowledge, skills and understanding of a person upon whom it is conferred;
- (c) the need to maintain public confidence in the qualification.

Legislation therefore sets out a framework within which we must operate. We are subject to a number of duties and we must aim to achieve a number of objectives. These different duties and objectives can, from time to time, conflict with each other. For example, if we regulate to secure that a qualification gives a reliable indication of a student's knowledge, skills and understanding, a student who has not been able to demonstrate the required knowledge, skills and/or understanding will not be awarded the qualification. A person may find it more difficult, or impossible, to demonstrate the required knowledge, skills and/or understanding because they have a protected characteristic. This could put them at a disadvantage relative to others who have been awarded the qualification. It is not always possible for us to regulate so that we can both secure that qualifications give a reliable indication of knowledge, skills and understanding and advance equality between people who share a protected characteristic and those who do not. We must review all the available evidence and actively consider all the available options before coming to a final, rational decision.

Qualifications cannot be used to mitigate inequalities or unfairness in the education system or in society more widely that might affect, for example, students' preparedness to take the qualification and the assessments within it. While a wide range of factors can have an impact on a student's ability to achieve a particular mark in an assessment, our influence is limited to the way the qualification is designed and assessed.

We require the exam boards to design qualifications to give a reliable indication of the knowledge, skills and understanding of those on whom they are conferred. We also require the exam boards to avoid, where possible, features of a qualification that could, without justification, make a qualification more difficult for a student to achieve because they have a particular protected characteristic. We require exam boards to monitor whether any features of their qualifications have this effect.

In setting the overall framework within which exam boards will design, assess and award GCSE, A level and AS qualifications, we want to understand the possible impacts of the proposals on persons who share a protected characteristic.

The protected characteristics under the Equality Act 2010 are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnerships
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

It should be noted that with respect to the public sector equality duty under section 149 of the Equality Act, we are not required to have due regard to impacts on those who are married or in a civil partnership.

Appendix B – Proposed Conditions and requirements for Project qualifications

The draft Conditions and requirements to implement our proposals for Project are set out below.

Condition Project1 Compliance with content and assessment requirements

Project1.1 In respect of each project qualification which it makes available, an awarding organisation must comply with any requirements, and have regard to any guidance, in relation to content and assessment which may be published by Ofqual and revised from time to time.

Condition Project2 Titling

Project2.1 An awarding organisation must ensure that the title on the Register of each project qualification which it makes available includes one of the following descriptions, as appropriate –

- (a) for level 1 qualifications, Foundation,
- (b) for level 2 qualifications, Higher, or
- (c) for level 3 qualifications, Extended.

Condition Project3 Standard setting

Project3.1 In respect of each project qualification which it makes available, an awarding organisation must comply with any requirements, and have regard to any guidance, which may be published by Ofqual and revised from time to time in relation to –

- (a) the promotion of consistency between the measurement of Learners' levels of attainment in that qualification and similar qualifications made available by other awarding organisations, and
- (b) the setting of specified levels of attainment.

Project3.2 In setting the specified levels of attainment for a project qualification which it makes available, an awarding organisation must have regard to an appropriate range of qualitative and quantitative evidence.

Project3.3 In respect of each project qualification which it makes available, the range of evidence to which an awarding organisation has regard for

the purposes of Condition Project3.2 will only be appropriate if it includes evidence of –

- (a) the Level of Demand of the assessments for that qualification,
- (b) the level of attainment demonstrated in those assessments by an appropriately representative sample of Learners taking that qualification,
- (c) the level of attainment demonstrated by Learners taking that qualification in a –
 - (i) prior assessment (which was not for that qualification), whether or not that assessment was for a regulated qualification, or
 - (ii) prior qualification, whether or not that qualification was a regulated qualification, and
- (d) the level of attainment demonstrated by Learners who have previously been awarded the qualification.

Project3.4 An awarding organisation must maintain a record of –

- (a) the evidence to which it has had regard in setting the specified levels of attainment for each project qualification which it makes available, and
- (b) its rationale for the selection of and weight given to that evidence.

Condition Project4 Marking arrangements

Project4.1 In respect of each project qualification which it makes available, an awarding organisation must ensure that the arrangements which are in place in accordance with General Condition H1.1 provide that, in respect of an assessment other than an assessment marked by a Centre –

- (a) all marking will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the marking,
- (b) prior to carrying out any marking, each Assessor shall be provided with training,
- (c) the awarding organisation shall monitor whether or not the criteria against which the Learners' performance is

differentiated are being understood and accurately applied by Assessors,

- (d) where the awarding organisation learns, through its monitoring or otherwise, that an Assessor is failing to accurately apply the criteria against which the Learners' performance is differentiated, it shall take all reasonable steps to –
 - (i) correct, or where it cannot be corrected, mitigate as far as possible the effect of the failure, and
 - (ii) ensure that the failure does not recur in the future,
- (e) the awarding organisation shall monitor whether or not the criteria against which the Learners' performance is differentiated are being applied consistently by Assessors, and
- (f) where the awarding organisation learns, through its monitoring or otherwise, that the criteria against which the Learners' performance is differentiated are not being applied consistently by Assessors, it shall take all reasonable steps to promote consistency in the future.

Project4.2 In respect of each project qualification which it makes available where an assessment is marked by a Centre, an awarding organisation must ensure that the arrangements which are in place in accordance with General Condition H1.1 provide that prior to the marking of the assessment the awarding organisation makes available training to the Centre.

Project4.3 In respect of each project qualification which it makes available, an awarding organisation must ensure that the monitoring which is carried out in accordance with General Condition C1.1(b) includes monitoring of whether or not Assessors are marking in a manner which is compliant with the awarding organisation's Conditions of Recognition.

Condition Project5 Moderation arrangements

Project5.1 In respect of each project qualification involving Moderation which it makes available, an awarding organisation must ensure that the arrangements which are in place in accordance with General Condition H2.1 provide that –

- (a) all Moderation will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the Moderation,

- (b) a person who was previously involved in a Centre's marking of an assessment must not be involved in Moderation in respect of that marking,
- (c) prior to carrying out any Moderation, each person tasked with carrying out such Moderation shall be provided with training,
- (d) prior to carrying out any Moderation, a person tasked with carrying out such Moderation shall be provided with a copy of –
 - (i) any evidence generated by Learners which is to be considered for the purpose of Moderation or, where such evidence is not held or cannot readily be copied, a representation of the evidence in another form,
 - (ii) the record of the awarding of marks made by Assessors when that evidence was marked,
 - (iii) any comments which Assessors recorded during the marking of that evidence, and
 - (iv) the criteria against which Learners' performance is differentiated,
- (e) the awarding organisation shall monitor whether or not Moderation is being carried out in a manner which is compliant with General Condition H2,
- (f) where the awarding organisation learns, through its monitoring or otherwise, that Moderation has not been carried out in a manner which is compliant with General Condition H2, it shall take all reasonable steps to –
 - (i) correct, or where it cannot be corrected, mitigate as far as possible the effect of the failure, and
 - (ii) ensure that the failure does not recur in the future,
- (g) the awarding organisation shall monitor whether or not the persons who are carrying out Moderation are making determinations which are consistent over time and consistent with determinations made by each other, and
- (h) where the awarding organisation learns, through its monitoring or otherwise, that determinations are not being made consistently over time or between persons carrying out

Moderation, it shall take all reasonable steps to promote consistency in the future.

Project5.2 In respect of each project qualification involving Moderation which it makes available, an awarding organisation must ensure that the monitoring which is carried out in accordance with General Condition C1.1(b) includes monitoring of whether or not persons carrying out Moderation are doing so in a manner which is compliant with the awarding organisation's Conditions of Recognition.

Condition Project6 Review of marking of Centre-marked assessments

Project6.1 In respect of each project qualification which it makes available or proposes to make available where an assessment is marked by a Centre, an awarding organisation must –

- (a) ensure that the agreement which is required to be in place between it and the Centre in accordance with General Condition C2.2 includes the provisions required by this condition, and
- (b) take all reasonable steps to ensure that the Centre complies with those provisions.

Project6.2 For the purposes of this condition, the agreement must include provisions which require the Centre to –

- (a) establish, maintain and comply with arrangements for any Learner to request a review of the Centre's marking of an assessment in respect of that Learner and for such a review to be carried out,
- (b) issue to each Learner the results for each assessment in respect of that Learner which has been marked by the Centre, so as to allow a reasonable time period for the Learner to consider whether to request a review of the Centre's marking of that assessment,
- (c) inform Learners that they may request copies of materials to assist them in considering whether to request a review of the Centre's marking of the assessment,
- (d) on such a request from a Learner, promptly make available to the Learner copies of any materials which the Learner may reasonably require to consider whether to request a review of the Centre's marking of the assessment,
- (e) ensure that the arrangements in place for the review of the Centre's marking provide that all such reviews will be carried out by Assessors who have appropriate competence and

who have no personal interest in the outcome of the review being carried out,

- (f) ensure that an Assessor who was previously involved in the Centre's marking of an assessment in respect of a Learner is not involved in a review of marking in respect of that assessment,
- (g) ensure that the arrangements in place for the review of the Centre's marking of an assessment require the Assessor carrying out the review to correct the effect of any Marking Error in the marking of the assessment,
- (h) ensure that the arrangements in place for the review of the Centre's marking of an assessment require the Learner to be notified promptly of the outcome of the review, of the reasons for the outcome which has been determined and of any change in mark,
- (i) ensure that the arrangements in place for the Learner to request a review of the Centre's marking of an assessment require any such review to be completed so as to meet the awarding organisation's requirements in relation to the time by which marks for the assessment and materials in respect of the assessment must be provided to it to enable it to undertake Moderation, and
- (j) notify Learners and the awarding organisation of how they may obtain a statement of the arrangements in place for the Learner to request a review of the Centre's marking and provide such a statement promptly when requested.

Project6.3 In respect of each project qualification which it makes available or proposes to make available where an assessment is marked by a Centre, an awarding organisation must notify Centres (sufficiently far in advance to satisfy their reasonable planning requirements) of its requirements in relation to the time by which marks for the assessment and materials in respect of the assessment must be provided to it to enable it to undertake Moderation.

Application

Project6.4 Conditions Project6.2(b) to Project6.2(i) and Condition Project6.3 shall not apply to an awarding organisation until 12.00am on 1 September 2017.

Condition Project7 Notification of Moderation outcome

Project7.1 In respect of each project qualification which it makes available where an assessment is marked by a Centre, an awarding

organisation must notify the Centre of the outcome of Moderation so as to allow a reasonable time period for the Centre to consider whether to request a review of Moderation, taking into account any date by which the awarding organisation requires such a request to be received.

Project7.2 The notification which an awarding organisation provides for the purposes of Condition Project7.1 must specify the reasons for the outcome of Moderation.

Condition Project8 Review of Moderation

Project8.1 In respect of each project qualification involving Moderation which it makes available, or proposes to make available, an awarding organisation must establish, maintain and comply with arrangements in accordance with this condition for any Centre to request a review of the Moderation undertaken by the awarding organisation in respect of any assessment which has been marked by the Centre and for the awarding organisation to carry out such a review.

Project8.2 The arrangements may –

- (a) provide that the awarding organisation shall only carry out a review of Moderation on payment of a fee,
- (b) specify other requirements for the making of a request for a review of Moderation, provided that such requirements are reasonable, and
- (c) specify a date by which a review of Moderation must be requested.

Project8.3 Where the arrangements specify a date by which a review of Moderation must be requested, the date must –

- (a) be reasonable, taking into account –
 - (i) the date by which a Centre may be notified of the outcome of Moderation in accordance with the awarding organisation's arrangements, and
 - (ii) the purpose of the project qualification, and
- (b) comply with any requirements which may be published by Ofqual and revised from time to time.

Project8.4 The arrangements must provide that, on carrying out a review of Moderation –

- (a) the awarding organisation shall determine, in respect of the Moderation it undertook of the Centre's marking of the assessment, whether the Moderation included any Moderation Error,
- (b) where the awarding organisation has determined that the Moderation did not include any Moderation Error, it shall make no changes to the outcome of Moderation,
- (c) where the awarding organisation has determined that the Moderation included a Moderation Error, it shall make changes to the outcome of the Moderation to the extent necessary to correct the effect of the Moderation Error, but shall make no other changes to the outcome of Moderation, and
- (d) the awarding organisation shall document the reasons for any determination and for any change to the outcome of Moderation.

Project8.5 The arrangements must provide that –

- (a) all reviews of Moderation will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the review being carried out,
- (b) a person who was previously involved in the Centre's marking of an assessment or in Moderation in respect of that marking must not be involved in a review of Moderation in respect of that marking,
- (c) prior to carrying out any review of Moderation, each person tasked with carrying out such a review shall be provided with training on how to do so in accordance with this condition,
- (d) prior to carrying out a review of Moderation, a person tasked with carrying out such a review shall be provided with –
 - (i) a copy of any evidence generated by Learners (or any representation of such evidence) which was considered for the purpose of the Moderation,
 - (ii) a copy of the record of the awarding of marks made by Assessors when that evidence was marked,
 - (iii) a copy of any comments which Assessors recorded during the marking of that evidence,

- (iv) a copy of the criteria against which Learners' performance is differentiated, and
 - (v) the outcome of Moderation and the reasons for that outcome,
- (e) the awarding organisation shall monitor whether or not reviews of Moderation are being carried out in accordance with this condition,
- (f) where the awarding organisation learns, through its monitoring or otherwise, that a review of Moderation has not been carried out in accordance with this condition, it shall take all reasonable steps to –
- (i) correct, or where it cannot be corrected, mitigate as far as possible the effect of the failure, and
 - (ii) ensure that the failure does not recur in the future,
- (g) the awarding organisation shall monitor whether or not the persons who are carrying out reviews of Moderation are making determinations which are consistent over time and consistent with determinations made by each other,
- (h) where the awarding organisation learns, through its monitoring or otherwise, that determinations are not being made consistently over time or between persons carrying out reviews of Moderation, it shall take all reasonable steps to promote consistency in the future,
- (i) the awarding organisation reports to the Centre both the outcome of the review of Moderation and, either together with that outcome or later, the reasons documented when the review of Moderation was carried out, and
- (j) where, on carrying out a review of Moderation, the awarding organisation discovers what it considers to be a Marking Error in the marking of an assessment, the awarding organisation includes details of the Marking Error in its report to the Centre on the outcome of the review of Moderation.

Project8.6

The arrangements must, following the awarding organisation's notification of the outcome of the review of Moderation, provide for –

- (a) marks and (where appropriate) results to be updated promptly to take into account any change in the outcome of Moderation,
- (b) marks and (where appropriate) results to be updated promptly to correct the effect of any Marking Error notified to the Centre in accordance with this condition, and
- (c) reasonable steps to be taken to identify any other assessment, in relation to which there has been a similar error and to update marks and (where appropriate) results promptly to correct the effect of any error which is identified.

Project8.7 An awarding organisation must publish a statement of the arrangements, including details of –

- (a) how a review of Moderation must be requested,
- (b) any date by which a review of Moderation must be requested,
- (c) any fee which is payable as part of the arrangements, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded,
- (d) the training which the awarding organisation will provide to persons tasked with carrying out a review of Moderation prior to carrying out such a review,
- (e) the monitoring which the awarding organisation will carry out of reviews of Moderation,
- (f) the action which the awarding organisation will take where it learns that reviews of Moderation have not been carried out in accordance with this condition,
- (g) the action which the awarding organisation will take where it learns that determinations being made on reviews of Moderation are not being made consistently over time or between persons carrying out such reviews, and
- (h) the target for the time period following a request for a review of Moderation within which the awarding organisation will have reported the outcome of the review to the Centre and the target for the time period following such a request within which the awarding organisation will have also reported the reasons in respect of the review.

Application

Project8.8 Until such date as is specified in, or determined under, any notice in writing published by Ofqual under this paragraph, Condition Project8.6 shall be replaced with '*The arrangements must, following the awarding organisation's notification of the outcome of the review of Moderation, provide for –*

- (a) *marks and (where appropriate) results to be updated promptly to take into account any change in the outcome of Moderation,*
- (b) *marks and (where appropriate) results to be updated promptly to correct the effect of any Marking Error notified to the Centre in accordance with this condition, and*
- (c) *reasonable steps to be taken to identify any other assessment, in relation to which there has been a similar error and to update marks and (where appropriate) results promptly to correct the effect of any error which is identified,*

provided that a Learner's result shall not be updated so as to lower that result.

Project8.9 Any such notice published by Ofqual may be –

- (a) issued in respect of one or more project qualifications, and
- (b) varied or withdrawn by Ofqual at any time prior to the date specified in or determined under it.

Condition Project9 Making Marked Assessment Materials available to Learners

Project9.1 In respect of each project qualification which it makes available, or proposes to make available, an awarding organisation must establish, maintain and comply with arrangements in accordance with this condition for a Learner's Marked Assessment Material in respect of any assessment for that qualification to be made available to –

- (a) the Learner, or
- (b) where the assessment has been delivered by a Relevant Centre, either the Learner or the Relevant Centre (on the Learner's behalf).

Project9.2 The arrangements may –

- (a) provide that the awarding organisation is not required to take further steps to make available a copy or a representation of

evidence generated by the Learner in the assessment where the evidence (or a copy of the evidence) is already held by the Learner or, where the assessment has been delivered by a Relevant Centre, by either the Learner or the Relevant Centre,

- (b) provide that the awarding organisation shall make available Marked Assessment Material only on payment of a fee,
- (c) provide that the awarding organisation shall make available Marked Assessment Material only on request,
- (d) provide that, where the assessment has been delivered by a Relevant Centre, any such request must be made by the Relevant Centre (on the Learner's behalf),
- (e) specify other requirements for the making of such a request, provided that such requirements are reasonable, and
- (f) specify a date by which such a request must be received.

Project9.3 The arrangements must –

- (a) allow Learners and Relevant Centres a reasonable opportunity to consider whether to request the awarding organisation to carry out an Administrative Error Review in respect of the Marked Assessment Material, and
- (b) allow Learners and Relevant Centres a reasonable opportunity to consider whether to request the awarding organisation to carry out a review of marking of the Marked Assessment Material,

taking into account any date by which the awarding organisation requires such a request to be received.

Project9.4 Any date specified in the arrangements –

- (a) by which the awarding organisation will make Marked Assessment Material available to the Learner (or as the case may be the Relevant Centre), or
- (b) by which a request for Marked Assessment Material to be made available must be received,

must comply with any requirements which may be published by Ofqual and revised from time to time.

Project9.5 The arrangements must provide that a copy of the criteria against which Learners' performance is differentiated in respect of the assessment is made available to the Learner (or as the case may be the Relevant Centre) at the same time as or prior to the Marked Assessment Material being made available.

Project9.6 An awarding organisation must publish a statement of the arrangements, including details of –

- (a) how any request for Marked Assessment Material to be made available must be made and any date by which such a request must be received,
- (b) any fee which is payable as part of the arrangements, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded, and
- (c) any date by which the awarding organisation will make Marked Assessment Material available to the Learner (or as the case may be the Relevant Centre) or any target for the time period following a request within which the awarding organisation will have made Marked Assessment Material available to the Learner (or as the case may be the Relevant Centre).

Application

Project9.7 Condition Project9.3 shall not apply to an awarding organisation until 12.00am on 1 May 2020.

Condition Project10 Administrative Error Review

Project10.1 In respect of each project qualification which it makes available, or proposes to make available, an awarding organisation must establish, maintain and comply with arrangements in accordance with this condition for a request to be made by, or on behalf of, any Learner for the awarding organisation to carry out an Administrative Error Review in respect of that Learner's Marked Assessment Material for any assessment for that qualification and for the awarding organisation to carry out such an Administrative Error Review.

Project10.2 The arrangements may –

- (a) provide that where the Marked Assessment Material relates to an assessment which has been delivered by a Relevant Centre, any request for an Administrative Error Review must be made by the Relevant Centre (on the Learner's behalf),

- (b) provide that the awarding organisation shall only carry out an Administrative Error Review on payment of a fee,
- (c) specify other requirements for the making of a request for an Administrative Error Review, provided that such requirements are reasonable, and
- (d) specify a date by which an Administrative Error Review must be requested.

Project10.3 Where the arrangements specify a date by which an Administrative Error Review must be requested, the date must –

- (a) be reasonable, taking into account –
 - (i) the date by which Marked Assessment Material may be made available to a Learner in accordance with the awarding organisation's arrangements, and
 - (ii) the purpose of the project qualification, and
- (b) comply with any requirements which may be published by Ofqual and revised from time to time.

Project10.4 The arrangements must provide that, on carrying out an Administrative Error Review –

- (a) where the awarding organisation has determined that the marking recorded in the Marked Assessment Material contains an Administrative Error, it shall correct the effect of the Administrative Error,
- (b) where the awarding organisation considers that the marking recorded in the Marked Assessment Material does not contain an Administrative Error, it shall not make any change to the mark awarded,
- (c) where the outcome of the Administrative Error Review is that there should be a change in mark, the awarding organisation makes any consequent change to the Learner's result, and
- (d) the awarding organisation reports the outcome of the Administrative Error Review to the Learner (or as the case may be the Relevant Centre), specifying any change in mark, any change in result, and details of the nature of any Administrative Error which has been discovered.

Project10.5 The arrangements must provide that all Administrative Error Reviews will be carried out by persons who have appropriate

competence and who have no personal interest in the outcome of the Administrative Error Review being carried out.

- Project10.6 An awarding organisation must publish a statement of the arrangements, including details of –
- (a) how an Administrative Error Review must be requested,
 - (b) any date by which an Administrative Error Review must be requested,
 - (c) any fee which is payable as part of the arrangements, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded, and
 - (d) the target for the time period following a request for an Administrative Error Review within which the awarding organisation will have reported the outcome of the Administrative Error Review to the Learner (or as the case may be the Relevant Centre).

Condition Project11 Review of marking of Marked Assessment Material

Project11.1 In respect of each project qualification which it makes available, or proposes to make available, an awarding organisation must establish, maintain and comply with arrangements in accordance with this condition for a request to be made by, or on behalf of, any Learner for the awarding organisation to carry out a review of marking of that Learner's Marked Assessment Material for any assessment for that qualification and for the awarding organisation to carry out such a review.

- Project11.2 The arrangements may –
- (a) provide that where Marked Assessment Material relates to an assessment which has been delivered by a Relevant Centre, any request for a review of marking of the Marked Assessment Material must be made by the Relevant Centre (on the Learner's behalf),
 - (b) provide that the awarding organisation shall only carry out a review of marking of Marked Assessment Material on payment of a fee,
 - (c) specify other requirements for the making of a request for a review of marking, provided that such requirements are reasonable, and

- (d) specify a date by which a review of marking must be requested.

Project11.3 Where the arrangements specify a date by which a review of marking of Marked Assessment Material must be requested, the date must –

- (a) be reasonable, taking into account –
 - (i) the date by which Marked Assessment Material may be made available to a Learner in accordance with the awarding organisation's arrangements, and
 - (ii) the purpose of the project qualification, and
- (b) comply with any requirements which may be published by Ofqual and revised from time to time.

Project11.4 The arrangements must provide that, on carrying out a review of marking of Marked Assessment Material –

- (a) the Assessor shall determine, in respect of each task in the assessment for which marks could have been awarded, and in respect of the assessment as a whole, whether the marking included any Marking Error,
- (b) where the Assessor has determined that the marking of the assessment did not include any Marking Error, the Assessor shall make no changes to the mark awarded,
- (c) where the Assessor has determined that the marking of the assessment included a Marking Error, the Assessor shall correct the effect of the Marking Error but make no other changes to the mark awarded, and
- (d) the Assessor shall document the reasons for any determination and for any change of mark.

Project11.5 The arrangements must provide that –

- (a) all reviews of marking of Marked Assessment Material will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the review being carried out,
- (b) an Assessor who was previously involved in the marking of a task in an assessment in respect of a Learner must not be

involved in a review of marking of the Learner's Marked Assessment Material in respect of that task,

- (c) prior to carrying out any review of marking, each Assessor shall be provided with training on how to carry out a review of marking in accordance with this condition,
- (d) prior to carrying out a review of marking of any Marked Assessment Material, an Assessor shall be provided with a copy of the Marked Assessment Material and a copy of the criteria against which Learners' performance is differentiated,
- (e) the awarding organisation shall monitor whether or not the Assessors who are carrying out reviews of marking are doing so in accordance with this condition,
- (f) where the awarding organisation learns, through its monitoring or otherwise, that an Assessor is failing to carry out reviews of marking in accordance with this condition, it shall take all reasonable steps to –
 - (i) correct, or where it cannot be corrected, mitigate as far as possible the effect of the failure, and
 - (ii) ensure that the failure does not recur in the future,
- (g) the awarding organisation shall monitor whether or not the Assessors who are carrying out reviews of marking are making determinations which are consistent over time and consistent with determinations made by each other,
- (h) where the awarding organisation learns, through its monitoring or otherwise, that determinations are not being made consistently over time or between Assessors, it shall take all reasonable steps to promote consistency in the future,
- (i) where the outcome of a review of marking is that there should be a change in mark, the awarding organisation makes any consequent change to the Learner's result, and
- (j) the awarding organisation reports to the Learner (or as the case may be the Relevant Centre) both the outcome of the review of marking, specifying any change in mark and any change in result, and, either together with that outcome or later, the reasons documented by the Assessor carrying out the review.

- Project11.6 An awarding organisation must publish a statement of the arrangements, including details of –
- (a) how a review of marking of Marked Assessment Material must be requested,
 - (b) any date by which a review of marking must be requested,
 - (c) any fee which is payable as part of the arrangements, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded,
 - (d) the training which the awarding organisation will provide to Assessors prior to carrying out a review of marking,
 - (e) the monitoring which the awarding organisation will carry out of Assessors carrying out reviews of marking,
 - (f) the action which the awarding organisation will take where it learns that an Assessor is failing to carry out reviews of marking in accordance with this condition,
 - (g) the action which the awarding organisation will take where it learns that determinations are not being made consistently over time or between Assessors, and
 - (h) the target for the time period following a request for a review of marking within which the awarding organisation will have reported the outcome of the review to the Learner (or as the case may be the Relevant Centre) and the target for the time period following such a request within which the awarding organisation will have also reported the reasons in respect of the review.

Application

- Project11.7 Until 12.00am on 1 May 2020 –
- (a) Condition Project11.5(j) shall be replaced with '*the awarding organisation shall –*
 - (i) *report to the Learner (or as the case may be the Relevant Centre) the outcome of the review of marking, specifying any change in mark and any change in result, and*
 - (ii) *where requested, report to the Learner (or as the case may be the Relevant Centre) the reasons documented by the Assessor carrying out the review, provided that*

the awarding organisation may specify a reasonable time period following the reporting of the outcome of the review during which such a request must be received',

- (b) Condition Project11.6(b) shall be replaced with '*any date by which a review of marking must be requested and any time period during which a request for the reporting of reasons in respect of the review must be received'*, and
- (c) Condition Project11.6(h) shall be replaced with '*the target for the time period following a request for a review of marking within which the awarding organisation will have reported the outcome of the review to the Learner (or as the case may be the Relevant Centre)'*.

Condition Project12 Appeals process for project qualification

Project12.1 In respect of each project qualification which an awarding organisation makes available, or proposes to make available, General Condition I1 (Appeals process) does not apply.

Project12.2 In respect of each project qualification which it makes available, or proposes to make available, in addition to the other arrangements which are required to be established, maintained and complied with in accordance with the Project Qualification Level Conditions, an awarding organisation must establish, maintain and comply with an appeals process in accordance with this condition, which must provide for the appeal of –

- (a) the outcome of any Moderation of a Centre's marking of an assessment, following a review of Moderation in respect of that marking,
- (b) the result for any assessment in respect of a Learner, following a review of marking of Marked Assessment Material in respect of that assessment,
- (c) decisions regarding Reasonable Adjustments and Special Consideration, and
- (d) decisions relating to any action to be taken against a Learner or a Centre following an investigation into malpractice or maladministration.

Project12.3 The appeals process may –

- (a) provide that the awarding organisation shall only conduct an appeal on payment of a fee,

- (b) specify other requirements for the making of a request for an appeal, provided that such requirements are reasonable, and
 - (c) specify a time period during which an appeal must be requested.
- Project12.4 Where the arrangements specify a time period during which an appeal must be requested, the time period must –
 - (a) be reasonable, and
 - (b) comply with any requirements which may be published by Ofqual and revised from time to time.
- Project12.5 The appeals process must provide for –
 - (a) all appeal decisions to be taken by persons who have appropriate competence and who have no personal interest in the decision being appealed,
 - (b) all appeal decisions to be taken by persons who were not previously involved in any marking, Moderation, review of marking of Marked Assessment Material or review of Moderation regarding an assessment in respect of a Learner to which the appeal relates,
 - (c) the final decision in respect of the outcome of an appeal to involve at least one decision maker who is not an employee of the awarding organisation, an Assessor working for it, or otherwise connected to it, and
 - (d) the awarding organisation to report the outcome of an appeal to the Learner (or as the case may be the Relevant Centre), detailing the reasons for that outcome.
- Project12.6 The appeals process must not allow a specified level of attainment which has been set for the project qualification to be changed.
- Project12.7 For the purposes of Condition Project12.2(a), the appeals process which an awarding organisation has in place must provide for the effective appeal of outcomes of Moderation on the basis –
 - (a) that the Moderation (or as the case may be the review of Moderation) included a Moderation Error, and
 - (b) that the awarding organisation did not apply procedures consistently or that procedures were not followed properly and fairly, provided that for these purposes any exercise of

academic judgment in relation to the outcome of Moderation shall not constitute the application or following of a procedure.

- Project12.8 For the purposes of Condition Project12.2(a), the appeals process which an awarding organisation has in place must provide for any request for an appeal of the outcome of Moderation of a Centre's marking of an assessment to be made by the Centre.
- Project12.9 For the purposes of Condition Project12.2(b), the appeals process which an awarding organisation has in place must provide for the effective appeal of results on the basis –
- (a) that the marking of the assessment (or as the case may be the review of marking of Marked Assessment Material) included a Marking Error, and
 - (b) that the awarding organisation did not apply procedures consistently or that procedures were not followed properly and fairly, provided that for these purposes –
 - (i) any procedures in respect of the setting of specified levels of attainment for the project qualification shall be excluded, and
 - (ii) any exercise of academic judgment in relation to the awarding of marks shall not constitute the application or following of a procedure.
- Project12.10 For the purposes of Conditions Project12.2(b) to Project12.2(d), the appeals process which an awarding organisation has in place may provide that where an assessment has been delivered by a Relevant Centre, any request for an appeal in respect of a Learner relating to the assessment must be made by the Relevant Centre (on the Learner's behalf).
- Project12.11 An awarding organisation must publish information on the appeals process which it has in place to enable results of assessments and outcomes of Moderation to be appealed, including details of –
- (a) how any request for an appeal must be made,
 - (b) any time period during which an appeal must be requested,
 - (c) any fee which is payable as part of the arrangements, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded,

- (d) the target for the time period following a request for an appeal within which the awarding organisation will have reported the outcome of the appeal to the Learner (or as the case may be the Centre), and
- (e) the target for the time period following receipt of all evidence in respect of an appeal within which the awarding organisation will have reported the outcome of the appeal to the Learner (or as the case may be the Centre).

Application

Project12.12 Until such date as is specified in, or determined under, any notice in writing published by Ofqual under this paragraph –

- (a) Condition Project12.7 shall be replaced with '*For the purposes of Condition Project12.2(a), the appeals process which an awarding organisation has in place must provide for the effective appeal of outcomes of Moderation on the basis that the awarding organisation did not apply procedures consistently or that procedures were not followed properly and fairly*', and
- (b) Condition Project12.9 shall be replaced with '*For the purposes of Condition Project12.2(b), the appeals process which an awarding organisation has in place must provide for the effective appeal of results on the basis that the awarding organisation did not apply procedures consistently or that procedures were not followed properly and fairly, provided that for these purposes any procedures in respect of the setting of specified levels of attainment for the project qualification shall be excluded*'.

Project12.13 Until such date as is specified in, or determined under, any notice in writing published by Ofqual under this paragraph, Condition Project12.8 shall be replaced with '*For the purposes of Condition Project12.2(a), the appeals process which an awarding organisation has in place must provide –*

- (a) *for any request for an appeal of the outcome of Moderation of a Centre's marking of an assessment to be made by the Centre, and*
- (b) *that, following the outcome of an appeal, a Learner's result shall not be updated so as to lower that result*'.

Project12.14 Any notice published by Ofqual under Condition Project12.12 or Condition Project12.13 may be –

- (a) issued in respect of one or more project qualifications, and
- (b) varied or withdrawn by Ofqual at any time prior to the date specified in or determined under it.

Condition Project13 Centre decisions relating to Review Arrangements

Project13.1 In respect of each project qualification which it makes available, where an awarding organisation's arrangements provide that –

- (a) a request for Marked Assessment Material to be made available,
- (b) a request for an Administrative Error Review to be carried out,
- (c) a request for a review of marking of Marked Assessment Material to be carried out,
- (d) a request for an appeal of the result for an assessment,
- (e) a request for an appeal of a decision regarding Reasonable Adjustments or Special Consideration, or
- (f) a request for an appeal of a decision relating to action taken against a Learner following an investigation into malpractice or maladministration,

must be made by a Relevant Centre on a Learner's behalf, the awarding organisation must take all reasonable steps to ensure that the Relevant Centre has in place effective arrangements for the Learner to apply to the Relevant Centre for it to make such a request and for the Learner to appeal a Relevant Centre's decision that such a request should not be made.

Project13.2 For the purposes of this condition, an awarding organisation must take all reasonable steps to ensure that –

- (a) the Relevant Centre makes Learners aware of the arrangements it has in place prior to the issue of results in respect of the assessment, and
- (b) the Relevant Centre provides Learners with a statement of the arrangements promptly when requested.

Condition Project14 Target performance in relation to Review Arrangements and appeals process

Project14.1 In respect of each project qualification which it makes available, or proposes to make available, where an awarding organisation's

arrangements provide for it to make a Learner's Marked Assessment Material available on request, it must set a target for the time period following such a request within which it will have made the Marked Assessment Material available to the Learner (or as the case may be the Relevant Centre).

Project14.2 In respect of each project qualification which it makes available, or proposes to make available, an awarding organisation must set targets for each of the following time periods –

- (a) the period following a request for a review of Moderation undertaken by the awarding organisation within which the awarding organisation will have reported the outcome of the review of Moderation to the Centre,
- (b) the period following a request for such a review of Moderation within which the awarding organisation will have reported both the outcome of the review of Moderation and the reasons in respect of the review to the Centre,
- (c) the period following a request for an Administrative Error Review within which the awarding organisation will have reported the outcome of the Administrative Error Review to the Learner (or as the case may be the Relevant Centre),
- (d) the period following a request for a review of marking of Marked Assessment Material within which the awarding organisation will have reported the outcome of the review of marking to the Learner (or as the case may be the Relevant Centre),
- (e) the period following a request for such a review of marking within which the awarding organisation will have reported both the outcome of the review of marking and the reasons in respect of the review to the Learner (or as the case may be the Relevant Centre),
- (f) the period following a request for an appeal within which the awarding organisation will have reported the outcome of the appeal to the Learner (or as the case may be the Centre), and
- (g) the period following receipt of all evidence in respect of an appeal within which the awarding organisation will have reported the outcome of the appeal to the Learner (or as the case may be the Centre).

Project14.3 Any target time period which an awarding organisation has set in respect of a project qualification must comply with any requirements which may be published by Ofqual and revised from time to time.

Project14.4 An awarding organisation must take all reasonable steps to meet the target time periods which it has set in respect of a project qualification.

Application

Project14.5 Condition Project14.2(e) shall not apply to an awarding organisation until 12.00am on 1 May 2020.

Condition Project15 Reporting of data relating to Review Arrangements and appeals process

Project15.1 In respect of each project qualification which it makes available, an awarding organisation must prepare and publish a report in respect of each year detailing, in respect of that year –

- (a) the number of reviews of Moderation which the awarding organisation has carried out and the number of reviews which have led to a change in the outcome of Moderation,
- (b) the nature of any Moderation Errors which have led to a change in the outcome of Moderation,
- (c) the number of Administrative Errors, the effect of which the awarding organisation has corrected (whether or not as part of an Administrative Error Review),
- (d) the number of Administrative Error Reviews which the awarding organisation has carried out, the number of Administrative Error Reviews which have led to a change of mark and the number of Administrative Error Reviews which have led to a change of result,
- (e) the nature of the Administrative Errors which have been discovered and any steps which the awarding organisation proposes to take to reduce the number of Administrative Errors,
- (f) the number of reviews of marking of Marked Assessment Material which the awarding organisation has carried out, the number of reviews of marking which have led to a change of mark and the number of reviews of marking which have led to a change of result,

- (g) the nature of any Marking Errors which have led to a change of mark on a review of marking and any steps which the awarding organisation proposes to take to reduce Marking Errors,
- (h) any changes which the awarding organisation has made to its Review Arrangements following the monitoring of reviews of Moderation and reviews of marking which the awarding organisation has carried out,
- (i) the number of appeals which the awarding organisation has conducted and the number of appeals which have been successful, and
- (j) the nature of Marking Errors, Moderation Errors and failures to apply procedures consistently or to follow procedures properly and fairly which have led to an appeal being successful.

Project15.2 The report which an awarding organisation publishes for the purposes of Condition Project15.1 must include, in respect of the year to which the report relates –

- (a) the number of Marked Assessment Materials which have been made available following a request during any target time period and the number of Marked Assessment Materials which have been made available outside any such target time period,
- (b) the number of times it has reported the outcome of a review of Moderation during the target time period and the number of times it has failed to do so,
- (c) the number of times it has reported both the outcome of a review of Moderation and the reasons in respect of the review during the target time period and the number of times it has failed to do so,
- (d) the number of times it has reported the outcome of an Administrative Error Review during the target time period and the number of times it has failed to do so,
- (e) the number of times it has reported the outcome of a review of marking of Marked Assessment Material during the target time period and the number of times it has failed to do so,
- (f) the number of times it has reported both the outcome of a review of marking and the reasons in respect of the review

during any target time period and the number of times it has failed to do so, and

- (g) the number of times it has reported the outcome of an appeal during the target time period for such reporting following the receipt of all evidence in respect of the appeal and the number of times it has failed to do so.

Project15.3 An awarding organisation must ensure that the report prepared in accordance with Condition Project15.1 –

- (a) complies with any requirements in relation to the content or the presentation of the report which may be published by Ofqual and revised from time to time, and
- (b) is published by any date which has been specified by Ofqual in advance.

Condition Project16 Review Arrangements and certificates

Project16.1 In respect of each project qualification which it makes available, an awarding organisation must take all reasonable steps, including having procedures in place, to ensure that it revokes any certificate if the result on the certificate is revealed to be inaccurate as a consequence of the application of the awarding organisation's Review Arrangements in the case of a Learner.

Condition Project17 Discovery of failure in assessment processes

Project17.1 Where the application of the awarding organisation's Review Arrangements or the application of an appeals process in the case of a Learner leads an awarding organisation to discover a failure in its assessment process, it must take all reasonable steps to –

- (a) identify any other Learner who has been affected by the failure,
- (b) correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure, and
- (c) ensure that the failure does not recur in the future.

Condition Project18 Publication of Review Arrangements and appeals process

Project18.1 In respect of each project qualification which it makes available, or proposes to make available, the information which an awarding organisation publishes on its Review Arrangements and on the

appeals process it has in place must enable Learners and Centres to have –

- (a) a reasonable understanding of the Review Arrangements and the appeals process, and
- (b) a reasonable understanding of how the Review Arrangements and the appeals process relate to each other.

Project18.2 An awarding organisation must take all reasonable steps to ensure that information which it publishes on its Review Arrangements and its appeals process for a project qualification is published sufficiently far in advance of the time at which the qualification to which they relate will be made available to Learners to satisfy the reasonable planning requirements of potential purchasers.

Condition Project19 Interpretation and Definitions

Project19.1 The rules of interpretation and definitions outlined in General Condition J1 shall apply to the Project Qualification Level Conditions.

Project19.2 Except in the circumstances described in Condition Project19.3, the requirements imposed by the Project Qualification Level Conditions apply in addition to the requirements imposed by the General Conditions of Recognition.

Project19.3 To the extent that there is any inconsistency between a requirement of a Project Qualification Level Condition and a requirement of a General Condition of Recognition, such that an awarding organisation could not comply with both such requirements, the awarding organisation must comply with the requirement of the Project Qualification Level Condition and is not obliged to comply with the requirement of the General Condition of Recognition.

Project19.4 In these Conditions, the following words shall have the meaning given to them below (and cognate expressions should be construed accordingly) –

Administrative Error

An error in the marking of an assessment which is either –

- (a) a failure to mark a task forming part of the assessment, or
- (b) a failure to correctly calculate the total mark for the assessment from the marks which were awarded by the Assessor for the tasks forming part of the assessment.

Administrative Error Review

A review to determine whether the marking recorded in Marked Assessment Material contains an Administrative Error.

Marked Assessment Material

In relation to an assessment for a project qualification taken by a Learner, other than an assessment where evidence generated by a Learner is marked by a Centre, material comprising –

- (a) a copy of any evidence generated by the Learner in the assessment which is held by the awarding organisation or, where evidence generated by the Learner in the assessment is not held or cannot readily be copied, a representation of the evidence in another form,
- (b) a copy of the record of the awarding of marks made by the Assessor when the evidence generated by the Learner was marked, and
- (c) a copy of any comments which the Assessor recorded during the marking of the evidence generated by the Learner.

Marking Error

The awarding of a mark which could not reasonably have been awarded given the evidence generated by the Learner, the criteria against which Learners' performance is differentiated and any procedures of the awarding organisation in relation to marking, including in particular where the awarding of a mark is based on –

- (a) an Administrative Error,
- (b) a failure to apply such criteria and procedures to the evidence generated by the Learner where that failure did not involve the exercise of academic judgment, or
- (c) an unreasonable exercise of academic judgment.

Moderation Error

The arrival at an outcome of Moderation which could not reasonably have been arrived at given the evidence generated by Learners which was considered for the purpose of Moderation, the Centre's marking of that evidence, the criteria against which Learners' performance is differentiated and any procedure of the awarding organisation in relation to Moderation, including in particular where the arrival at an outcome of Moderation is based on –

- (a) an Administrative Error,

- (b) a failure to apply such criteria and procedures to the evidence generated by Learners, where that failure did not involve the exercise of academic judgment, or
- (c) an unreasonable exercise of academic judgment.

Relevant Centre

In relation to a Learner, a Centre which –

- (a) has purchased the project qualification (on behalf of the Learner), and
- (b) materially contributed to the preparation of the Learner for the assessment (whether through teaching or instruction provided by Teachers employed by it or otherwise).

Review Arrangements

In relation to a project qualification, the arrangements which an awarding organisation is required to establish, maintain and comply with in accordance with –

- (a) Condition Project8 (Review of Moderation),
- (b) Condition Project9 (Making Marked Assessment Materials available to Learners),
- (c) Condition Project10 (Administrative Error Review), and
- (d) Condition Project11 (Review of marking of Marked Assessment Material).

Content and assessment requirements for project qualifications

Condition Project1.1 allows us to specify requirements and guidance in relation to the content and assessment of project qualifications.

We set out our requirements for the purposes of Condition Project1.1 below.

A previous version of these requirements was originally published as part of *Criteria for Foundation, Higher and Advanced Diploma Qualifications*.

About project qualifications

Project qualifications are free-standing, single-unit qualifications. They can have a number of different outcomes in terms of the evidence produced by Learners for assessment, including:

- a report with findings from an investigation or study
- a dissertation
- an artefact, and/or
- a performance.

Aims and learning outcomes

Level 1 and 2

Project qualifications at level 1 and level 2 must enable Learners to:

- develop and apply skills
- develop as inquisitive and independent Learners
- be inspired by new areas and/or methods of study
- plan and review their learning
- use their learning experiences to support their personal aspirations for further study and/or career development
- develop, where appropriate, as electronically confident Learners and apply appropriate technologies in their studies, and
- transfer skills developed as part of their foundation or higher project to other areas of study.

Level 3

Project qualifications at level 3 must enable Learners to:

- make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent Learners
- develop and apply decision-making and, where appropriate, problem-solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- where appropriate, develop confidence in applying new technologies in their studies
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their aspirations for higher education and/or career development, and
- transfer skills developed as part of their extended project to other areas of study.

Scope

Level 1 and 2

Project qualifications at level 1 and level 2 must:

- form part of a planned programme of study
- be of sufficient breadth and depth to allow Learners to meet the aims and learning outcomes listed above
- be based on an agreed set of standards and assessment, and
- have the potential to be researched and completed within one academic year.

Level 3

Project qualifications at level 3 must:

- be of sufficient breadth and depth to allow Learners to address the broad aims and learning outcomes listed above
- develop and extend from one or more of the Learner's study areas and/or from an area of personal interest or activity outside their main programme of study
- be based on a topic chosen by the Learner(s) and agreed as appropriate by the Centre, and
- be based on a topic that has the potential to provide the Learner(s) with opportunities to meet all the assessment objectives.

Topic

At all levels, Learners are required to select a suitable topic for their project. This means that:

- the topic must be chosen by Learners through negotiation with their Teacher and, if appropriate, an employer, and
- the awarding organisation must ensure that Centres confirm that Learners' project topics support Learner progression
- Learners may choose one of many different types of project, but the topic selected must have the potential to provide the Learner with opportunities to meet all the assessment objectives for a project at the appropriate level.

Subject content

During the course of project qualifications at all levels, Learners must be provided with opportunities to apply and develop:

- personal, learning and thinking skills¹⁸
- mathematics, English and ICT skills, and
- any further specialist technical skills, where these are relevant to the chosen topic.

Levels 1 and 2

¹⁸ These skills are as follows: independent enquiry, creative thinking, reflective learning, team working, self-management and effective participation

Project qualifications at levels 1 and 2 must require Learners to:

- select, either individually or as part of a group, an appropriate topic
- identify a question, task or brief which specifies an intended project outcome
- produce a plan for how they will deliver their intended project outcome
- conduct research into the project brief, using appropriate techniques
- develop the intended project outcome, using selected tools and techniques safely
- demonstrate the capacity to see a project through to completion, and
- share the outcome of the project, including a review of their own learning and performance, with others, using appropriate communication methods.

At level 1, Learners must demonstrate knowledge and understanding of their studies or areas of interest.

At level 2, learners must demonstrate their knowledge and understanding of the concepts and principles underlying their studies or areas of interest.

Level 3

- Project qualifications at level 3 must require Learners to:
- select a topic/area of interest for an in-depth study which provides opportunities to develop knowledge, skills and understanding, and to negotiate the scoping of that project
- identify and draft one or more objectives for their extended project, providing a rationale for their choice
- produce a plan for how they will deliver their intended outcome
- conduct research as required by the project brief, using appropriate techniques
- develop the intended project outcome, using selected tools and techniques safely, to demonstrate the ability to pursue an extended project through to completion, and

- share the outcome of the extended project, including an evaluation of the outcome and their own learning and performance, with another or others, using appropriate communication methods.

During their extended project, Learners must demonstrate their knowledge and understanding of:

- the key concepts and principles underlying their studies or areas of interest, and
- connections, links and complexities, where appropriate, between different areas of study and/or different areas of interest.

Scheme of assessment

At all levels, the scheme of assessment for a project qualification must:

- include a specified written element
- reflect the aims and content of the specification
- address the assessment objectives at the appropriate level
- specify the type and format of evidence that is permissible, and
- stipulate a maximum mark of at least 30

All Learners are required to meet the assessment objectives (set out below) for the appropriate level. The assessment objectives must be weighted as indicated below.

Level 1

Assessment objective		Weighting
AO1	<i>Manage</i> Select, plan and carry out a project, applying skills and methods to achieve objectives.	15–25%
AO2	<i>Use resources</i> Obtain, select and use information, and select and use resources.	15-25%
AO3	<i>Develop and realise</i>	35–45%

	Use a range of skills, including, where appropriate, new technologies, to achieve planned outcomes.	
AO4	<i>Review</i> Identify and consider project outcomes, and own learning and performance. Use communication skills to present project outcomes in an appropriate format.	15–25%

Level 2

Assessment objective		Weighting
AO1	<i>Manage</i> Identify, plan and carry out a project, applying a range of skills and methods to achieve objectives.	15–25%
AO2	<i>Use resources</i> Research, select, organise and use information, and select and use a range of resources. Interpret data and apply findings.	15-25%
AO3	<i>Develop and realise</i> Select and use a range of skills, including, where appropriate, new technologies and problem solving, to achieve planned outcomes.	35–45%
AO4	<i>Review</i> Evaluate project outcomes and own learning and performance. Use communication skills to present evidenced project outcomes and conclusions in an appropriate format.	15–25%

Level 3

Assessment objective		Weighting
AO1	<i>Manage</i> Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	15–25%
AO2	<i>Use resources</i>	15–25%

	Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities within the topic.	
AO3	<i>Develop and realise</i> Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.	35–45%
AO4	<i>Review</i> Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	15–25%

Assessment evidence

At all levels, in the case of group projects, evidence must be individual to the Learner. While larger group activities, for example an expedition or a performance, may be a vehicle for evidence, that evidence must demonstrate how the Learner has met the assessment objectives outlined above.

Level 1

Assessment must include evidence of:

- the planning and process of the foundation project
- the sources and range of information and other resources accessed
- the range of skills used, including, where appropriate, the use of new technologies
- the knowledge, skills and understanding used to complete the tasks/activities of the foundation project
- an outcome demonstrating the Learner's knowledge, skills and understanding, and
- a review of the outcomes of the foundation project, and an evaluation of own performance and learning.

Level 2

Assessment must include evidence of:

- the planning and process of developing the higher project
- the sources and range of information and other resources accessed
- the range of skills used, including, where appropriate, the use of new technologies
- the knowledge, skills and understanding used to complete the tasks/activities of the higher project
- an outcome demonstrating the Learner's knowledge, skills and understanding, and
- an evaluation of the outcomes of the higher project and an evaluation of own performance and learning.

Level 3

Assessment must include evidence of:

- at least one written piece
- the design, strategic planning and process of the extended project
- the sources and range of information and other resources accessed
- analysis of the data and a clear indication of how findings were used to inform the project
- the range of skills used, including, where appropriate, problem solving and the use of new technologies
- an outcome demonstrating the Learner's knowledge, skills and understanding
- an evaluation of own performance, learning and decision making, and
- a presentation for a non-specialist audience, communicating outcomes, conclusions and evaluation.

Requirements for setting specified levels of attainment for project qualifications

Condition Project3.1(b) allows us to specify requirements and guidance in relation to the setting of specified levels of attainment for project qualifications.

We set out our requirements for the purposes of Condition Project3.1(b) below.

For ease of reference, the specified levels of attainment used in project qualifications are referred to below as 'grades'.

Awarding of project qualifications

Awarding organisations must award, and report on, the project qualification using the following grading scales:

- (a) For level 1 – A*, A and B for graded results and U for unclassified results
- (b) For level 2 – A*, A, B and C for graded results and U for unclassified results
- (c) For level 3 – A*, A, B, C, D and E for graded results and U for unclassified results.

In each case A* is the highest grade.

Setting key grade boundaries

Grade boundary marks for the project will be determined judgementally for the following key boundaries:

- (a) Foundation (level 1):
 - (i) B/U
 - (ii) A*/A.
- (b) Higher (level 2):
 - (i) C/U
 - (ii) A*/A.
- (c) Extended (level 3):
 - (i) E/U
 - (ii) A*/A.

The other boundary marks are determined arithmetically:

- (a) For level 1, the mark interval between the top and bottom grades is divided by two. Where there is a remainder of one, the extra mark is added to the grade A interval.
- (b) For level 2, the mark interval between the top and bottom grades is divided by three. Where there is a remainder of one, the extra mark is added to the grade A interval. Where there is a remainder of two, one extra mark is added to each of the grade A and grade B intervals.
- (c) For level 3, the mark interval between the top and bottom grades is divided by five. Where there is a remainder of one, the extra mark is added to the grade A interval. Where there is a remainder of two, one extra mark is added to each of the grade A and grade B intervals. Where there is a remainder of three, one extra mark is added to each of the grade A, B and C intervals. Where there is a remainder of four, one extra mark is added to each of the grade A, B, C and D intervals.

Reviews of marking, moderation, and appeals: requirements for key dates for project qualifications

We set out below the requirements which an awarding organisation must comply with when it specifies deadlines for requesting reviews of marking, reviews of Moderation and appeals. These requirements are published under Conditions Project8.3(b), Project11.3(b) and Project12.4(b) and apply to all project qualifications.

Awarding organisations are no longer required to set deadline dates for Learners/Centres to request reviews of marking, reviews of Moderation and appeals. In choosing to set any deadlines, an awarding organisation must comply with the requirements set out below and with all other requirements in its Conditions of Recognition.

In particular the requirements set out below must be read and complied with in conjunction with the Project Qualification Level Conditions (which set out further requirements in relation to an awarding organisation's arrangements).

The requirements set out below align with the Project Qualification Level Conditions which are in effect. Some relevant Project Qualification Level Conditions have not yet come into effect and there are currently some transitional provisions in effect. We will keep the requirements set out below under review as any changes are made.

Requirements for key dates for assessments other than assessments which are marked by a Centre¹⁹

An awarding organisation must ensure that the requirements in the table below are met in each case where the assessment is not marked by a Centre. The table sets out the minimum timeframe within which the awarding organisation must allow a review/appeal to be requested. Provided a review/appeal is allowed to be requested in that timeframe, an awarding organisation is permitted to also provide an 'accelerated service' (for example, where requests for reviews provided by an earlier date will be processed more quickly).

	STAGE	TIMEFRAME REQUIREMENTS
A	Date results are issued.	

¹⁹ The footnotes to the table are for information only.

B	Date by which a request for a review of marking of Marked Assessment Material must be made ²⁰ .	Learner/Centre making the request must be allowed at least four weeks following Stage A to make the request.
C	Date awarding organisation reports the outcome of the review of marking ²¹ .	
D	Date by which reasons for the outcome of the review must be requested ²² .	
E	Date awarding organisation provides reasons for the outcome of the review.	
F	Date by which an appeal of the result of the assessment must be requested ²³ .	Learner/Centre making the request must be allowed at least four weeks following Stage C to make the request, and where reasons for the outcome of the review have been requested (by Stage D, where specified by the awarding organisation), Learner/Centre making the request must be allowed at least two weeks following Stage E to request an appeal.
G	Awarding organisation reports outcome of the appeal ²⁴ .	

²⁰ Any date which is set must comply with Condition Project11.3, including complying with the requirements set out in the table.

²¹ Under Condition Project14, awarding organisations are required to have, and take all reasonable steps to meet, a target for the time it will take to complete a review.

²² Under Condition Project11.7(a), awarding organisations are required to provide reasons for the outcome of the review on request, although they may specify a reasonable deadline for requests.

²³ Any date which is set must comply with Condition Project12.4, including complying with the requirements set out in the table.

²⁴ Under Condition Project14, awarding organisations are required to have, and take all reasonable steps to meet, a target for the time it will take to complete an appeal.

Requirements for key dates for assessments which are marked by a Centre²⁵

An awarding organisation must ensure that the requirements in the table below are met in each case where the assessment is marked by a Centre. The table sets out the minimum timeframe within which the awarding organisation must allow a review/appeal to be requested. As above, provided a review/appeal is allowed to be requested in that timeframe, an awarding organisation is permitted to also provide an 'accelerated service'.

	STAGE	TIMEFRAME REQUIREMENTS
A	Date awarding organisation issues the outcome of its Moderation.	
B	Date by which a request for a review of Moderation must be made ²⁶ .	Centre making the request must be allowed at least four weeks following Stage A to make the request.
C	Date awarding organisation reports the outcome of the review of Moderation ²⁷ .	
D	Date awarding organisation provides reasons for the outcome of the review ²⁸ .	
E	Date by which an appeal of the outcome of Moderation must be requested ²⁹ .	Centre making the request must be allowed at least four weeks following Stage C to make the request, and Centre making the request must be allowed at least two weeks

²⁵ The footnotes to the table are for information only.

²⁶ Any date which is set must comply with Condition Project8.3, including complying with the requirements set out in the table.

²⁷ Under Condition Project14, awarding organisations are required to have and take all reasonable steps to meet a target for the time it will take to complete a review.

²⁸ Under Condition Project14, awarding organisations are required to have and take all reasonable steps to meet a target for the time it will take to complete a review and provide reasons.

²⁹ Any date which is set must comply with Condition Project12.4, including complying with the requirements set out in the table.

		following Stage D to make the request.
F	Awarding organisation reports outcome of the appeal ³⁰ .	

³⁰ Under Condition Project14, awarding organisations are required to have and take all reasonable steps to meet a target for the time it will take to complete an appeal.

Appendix C – Proposed qualification level guidance for Project qualifications

The draft guidance to implement our proposals for Project is set out below.

Guidance on setting specified levels of attainment for project qualifications

Condition Project3.1(b) allows us to specify requirements and guidance in relation to the setting of specified levels of attainment for project qualifications.

We set out below our guidance for the purposes of Condition Project3.1(b).

Condition Project3.2 states that in setting the specified levels of attainment for a project qualification which it makes available, an awarding organisation must have regard to an appropriate range of qualitative and quantitative evidence.

Condition Project3.3 states that such evidence will only be appropriate if it includes evidence of –

- (a) the Level of Demand of the assessments for that qualification,
- (b) the level of attainment demonstrated in those assessments by an appropriately representative sample of Learners taking that qualification,
- (c) the level of attainment demonstrated by Learners taking that qualification in a –
 - (iii) prior assessment (which was not for that qualification), whether or not that assessment was for a regulated qualification, or
 - (iv) prior qualification, whether or not that qualification was a regulated qualification, and
- (d) the level of attainment demonstrated by Learners who have previously been awarded the qualification.

Examples of the evidence that may be used by an awarding organisation in setting the specified levels of attainment for a project qualification which it makes available may include –

- tasks and final mark schemes,
- senior Assessor input into decisions, for example comments on how the assessments have worked and recommendations for the setting of specified levels of attainment,

- technical information about how the assessments have functioned, for example mark distributions, mean marks, standard deviations,
- samples of current Learners' work selected from a range of Centres and assessed/Moderated by Assessors/moderators whose work is known to be reliable,
- details of changes in entry patterns and choices of options,
- archive Learners' work exemplifying specified levels of attainment in previous assessment series for the qualification, together with the relevant tasks and mark schemes,
- inter-awarding organisation screening data for project qualifications,
- pertinent material deemed to be of equivalent standard from any similar qualifications or other relevant qualifications,
- information on Learners' performance in previous assessment series, and
- marking guides for assessments where the evidence is of an ephemeral nature.

In determining whether it has sufficient evidence of the level of attainment demonstrated in the assessments for a project qualification by an appropriate percentage of the Learners taking that qualification, an awarding organisation should consider whether the marks on its system reflect a representative proportion of Learners' marks for the qualification.

Guidance on considering Marking Errors on a review or appeal

Awarding organisations which make available project qualifications are required to have in place arrangements for the review and appeal of marking and Moderation decisions. In relation to marking, an awarding organisation is required to have in place arrangements:

- for the review of the marking undertaken by the awarding organisation (Condition Project11), and
- for the appeal of the result of an assessment following a review (Condition Project12).

Anybody carrying out such a review must consider the original mark given by a trained Assessor and only make a change to the mark where the marking of the assessment included a Marking Error (as defined in Condition Project19). An appeal may be brought on the basis that the marking (either in the original marking or on review) included a Marking Error³¹, as well as on procedural grounds.³²

A Marking Error is defined as:

The awarding of a mark which could not reasonably have been awarded given the evidence generated by the Learner, the criteria against which Learners' performance is differentiated and any procedures of the awarding organisation in relation to marking, including in particular where the awarding of a mark is based on -

- (a) an Administrative Error [as defined in Condition Project19],
- (b) a failure to apply such criteria and procedures to the evidence generated by the Learner where that failure did not involve the exercise of academic judgment, or
- (c) an unreasonable exercise of academic judgment.

We set out our guidance for the purposes of these Conditions below. This comprises both general guidance on the purpose of the provisions and guidance on how we expect awarding organisations to approach the consideration of whether there has been a Marking Error.

³¹ The requirement for Marking Errors to be considered on an appeal will only apply from such a date as is specified in, or determined under, a notice published by Ofqual.

³² Appeals may be brought on the basis that the awarding organisation did not apply procedures consistently or that procedures were not followed properly and fairly. Such appeals on procedural grounds are not covered in this guidance.

Condition Project6 contains similar provisions relating to arrangements (which awarding organisations are required to secure) for the review of the marking of Centre-marked assessments. These arrangements must require that where there has been a Marking Error, the Marking Error must be corrected.³³

In addition to this, Conditions Project8 and Project12 contain similar provisions relating to arrangements for the review of Moderation of a Centre's marking undertaken by the awarding organisation and appeals of the outcome of Moderation following a review. Anybody carrying out such a review must only make a change to the outcome of Moderation where the Moderation included a Moderation Error (which has a definition in Condition Project19 which is similar to the definition of Marking Error). An appeal may be brought on the basis that the Moderation included a Moderation Error³⁴, as well as on procedural grounds.

Below, we refer only to reviews of marking and appeals and the consideration of Marking Errors. However, the principles in our guidance apply to the consideration of Marking Errors in Centre-marked assessments and to the consideration of Moderation Errors (on a review or appeal³⁵).

Purpose of considering Marking Errors

A review or appeal may identify that there had been errors in the marking. Examples of this could include a clear and unambiguous failure to properly apply the mark scheme or the identification of unmarked creditworthy material. Such errors must be corrected.

However, for many assessments, it is a misunderstanding to say that Learners have always been either given a 'right mark' or a 'wrong mark'. This is because those assessments require Assessors to use their academic judgment in deciding what mark to award.

It will often be the case that two trained Assessors, exercising their academic judgment reasonably and without making any mistake, would award different marks to the same Learner's answer. Following a review or an appeal, one such mark should not be replaced with another such mark, simply because those carrying out the review or the appeal would have given a different mark if they were the original Assessor. We do not consider that one such mark should be replaced with another

³³ This requirement will not come into force until 1 September 2017.

³⁴ The requirement for Moderation Errors to be considered on an appeal will only apply from such a date as is specified in, or determined under, a notice published by Ofqual.

³⁵ Until such a date as is specified in, or determined under, a notice published by Ofqual, reviews or appeals considering Moderation Errors must not lead to a Learner's result being updated so as to lower that result.

(often higher) mark, as then Learners who request a review or appeal would be unfairly advantaged over those who do not.

A review or appeal should not be an opportunity for a Learner to have a second go at getting a better mark. Such a review or appeal should only adjust a mark where there has been a Marking Error.

Guidance on approach to considering Marking Errors

On any review of marking (in line with Condition Project11.4 and the definition of Marking Error in Condition Project19) the Assessor carrying out the review must consider (in respect of each task in the assessment and the assessment as a whole) whether or not the original mark awarded could reasonably have been awarded. The definition of Marking Error does not set out an exhaustive list of what would constitute unreasonable marking and the Assessor must consider whether there has been such marking in each individual case.

However, the Assessor should take the following steps for each task in the assessment:

- Determine whether there has been an Administrative Error in the marking, such as a failure to mark a Learner's response to a task, and correct any such error.
- Determine whether the task is one where there are only 'right' and 'wrong' marks or one where Assessors are required to exercise their academic judgment. If there are only 'right' and 'wrong' marks, determine whether the 'right' mark was given. Where the 'right' mark was not given, correct the mark. Otherwise, make no change to the mark.
- If the task requires Assessors to exercise their academic judgment:
 - First, determine whether the marking contains any errors which do not relate to an exercise of academic judgment. Where such an error is found, correct the mark.
 - Then determine whether the Assessor's marking contained any unreasonable exercise of academic judgment. Where this is found, the task should be remarked to the extent necessary to remove the effect of that unreasonable exercise of judgment.
 - Where there is no Marking Error make no change to the mark.

In making any of the above decisions on a review, the Assessor should have considered the Learner's response to the task, the mark scheme and any of the awarding organisation's marking policies which are relevant. The Assessor should document the reasons for each decision which is made.

We expect a similar approach to be followed on an appeal where an awarding organisation is considering whether there has been a Marking Error, with the exception that Condition Project12 does not require that the appeal panel itself must carry out any remarking which is required.³⁶

In Condition Project11.4(d), the reasons which are required to be documented on review are 'the reasons for any determination and for any change of mark'. The determinations referred to are decisions (in respect of each task in the assessment and the assessment as a whole), about whether or not the marking included a Marking Error. If a Marking Error is found, the reasons for the change of mark which is necessary to correct the effect of that Marking Error should be documented.

Condition Project11.5(j) requires that the reasons to be provided are the reasons documented by the Assessor.

There is no requirement for reasons to be recorded in a particular form. For example, annotations made by an Assessor could be compliant with the requirement, if they were in sufficient detail to make the reasons clear.

Condition Project12.9 requires the appeals process to provide for the effective appeal of results on the basis that the marking of the assessment (or as the case may be the review of marking of Marked Assessment Material) included a Marking Error.³⁷ In other words, an appeal may be brought on the basis that the original marking (unchanged following a review) included a Marking Error or that the remarking (which took place on a review) included a Marking Error.

An appeal should consider the original marking, the outcome of the review, including where relevant any remarking, and take into account any other relevant factors. The appeal panel must uphold the appeal if it considers that the original marking (unchanged following review) or any remarking on a review included a Marking Error.

If the appeals process is to be effective, in most cases the reasons documented on review will be relevant information which should inform consideration of the appeal.

In marking (or remarking) an assessment, Assessors can only make judgments in line with the mark scheme and other relevant procedures. If, following the awarding of marks, an awarding organisation considers that there is a problem with a mark scheme or a relevant procedure, the awarding organisation should take steps to

³⁶ As noted above, the requirement for Marking Errors to be considered on an appeal will only apply from such a date as is specified in, or determined under, a notice published by Ofqual.

³⁷ As noted above, the requirement for Marking Errors to be considered on an appeal will only apply from such a date as is specified in, or determined under, a notice published by Ofqual.

resolve the issue in line with its Conditions of Recognition. We would not generally expect such problems to be dealt with through the review and appeal process.

Guidance on academic judgment

In considering whether or not there has been a Marking Error, the person(s) carrying out a review or appeal will often need to consider whether or not the marking of a task included any unreasonable exercise of academic judgment.

Assessors are appointed by awarding organisations because they have particular skills in the relevant subject area. Assessors are then trained by awarding organisations to ensure that they are prepared to carry out marking appropriately.

Assessors are often required to use these skills to make a professional judgment of what mark should be awarded to a particular response to a task. We refer to this as exercising academic judgment.

Where Assessors are required to exercise academic judgment, there will often be different marks which could reasonably be awarded for a response to a task (and a range of ways in which marks can be attributed to that response to a task) without a Marking Error being made. It is only where the Assessor determines that the original marking represents an unreasonable application of academic judgment that the mark should be changed.

The starting point for considering whether there has been such an exercise of academic judgment is therefore always the mark which is being challenged (and not any alternative mark which the Learner/Centre considers should have been awarded).

Reviews or appeals will be required to be considered in many different subjects and contexts. 'Unreasonable' should be given its normal meaning and a common sense approach should be adopted, taking into account all of the circumstances of the particular review or appeal (which include the mark scheme and relevant marking procedures).

Examples of cases where it might be appropriate to find that there has been an unreasonable exercise of academic judgment include but are not limited to:

- Where the marking of a response to a task is unduly strict or lenient, beyond the bounds of what might reasonably be expected of a trained Assessor properly applying the mark scheme.
- Where a piece of information given as part of a response to a task was not given a mark but where any Assessor acting reasonably and who had the appropriate knowledge and training should have given a mark.

- Where the marking of a response to a task suggests that the Assessor had no rationale for his/her awarding of marks.

An exercise of academic judgment will not be unreasonable simply because a Learner/Centre considers that an alternative mark should have been awarded, even if the Learner/Centre puts forward evidence supporting the alternative mark. A person carrying out a review or appeal should not consider whether an alternative mark put forward by a Learner/Centre would be a more appropriate exercise of academic judgment.

Awarding organisations have obligations to ensure that those carrying out reviews of marking are provided with training in relation to their role (Condition Project11.5(c)) and are monitored to ensure they are performing their role correctly (Condition Project11.5(e)) and consistently (Condition Project11.5(g)).

We expect that awarding organisations should, in line with these obligations, take particular steps to develop consistent practice over time in the making of decisions on whether there has been any unreasonable exercise of academic judgment leading to a Marking Error.

We wish to make our publications widely accessible. Please contact us at publications@ofqual.gov.uk if you have any specific accessibility requirements.



© Crown copyright 2017

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit <http://nationalarchives.gov.uk/doc/open-government-licence/version/3> or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: publications@ofqual.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.uk/ofqual.

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation

Spring Place
Coventry Business Park
Herald Avenue
Coventry CV5 6UB

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346