

**Functional Skills
Mathematics Conditions and
Requirements**
June 2018



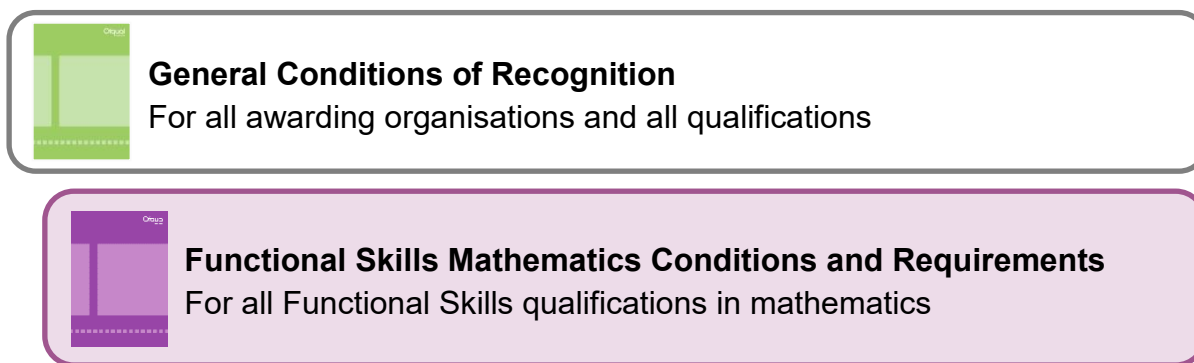
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Introduction

About this document

This document (highlighted in the figure below) is part of a suite of documents which sets out our regulatory requirements for awarding organisations offering functional skills qualifications in mathematics.



Requirements set out in this document

This document sets out the Subject Level Conditions and Requirements for functional skills qualifications in mathematics. These conditions and requirements come into effect at 00.01am on Friday 29 June 2018 and apply to the following functional skills qualifications in mathematics –

- Qualifications awarded to all learners registered on or after 1 September 2019.
- All qualifications awarded on or after 1 September 2020.

For clarity, these conditions and requirements do not apply to a functional skills qualification in mathematics awarded to a learner registered before 1 September 2019, so long as that award takes place before 1 September 2020. Awarding organisations will therefore have a 12 month transition period within which to award legacy qualifications to learners registered before 1 September 2019, and to allow those learners to retake assessments as necessary.

All learners registered for a functional skills qualification in mathematics on or after 1 September 2019 who have demonstrated the requisite level of attainment must be awarded a qualification which complies with these conditions and requirements.

With respect to all functional skills qualifications in mathematics, awarding organisations must also comply with:

- our *General Conditions of Recognition*,¹ which apply to all awarding organisations and qualifications, and
- all relevant Regulatory Documents.²

Summary of requirements

Subject Level Conditions
Condition FSM1 - Compliance with content requirements
Condition FSM2 - Assessment Strategies
Condition FSM3 - Technical Evaluation
Condition FSM4 - Assessment
Condition FSM5 - Specified levels of attainment
Condition FSM6 - Interpretation and Definitions

Requirements in relation to Functional Skills qualifications in mathematics
Assessment requirements
Standard setting requirements
Assessment strategy requirements

¹ www.gov.uk/government/publications/general-conditions-of-recognition

² www.gov.uk/guidance/regulatory-document-list

Subject Level Conditions

Functional Skills Mathematics Subject Level Conditions

Condition FSM1

Compliance with content requirements

- FSM1.1 In respect of each functional skills qualification in mathematics which it makes available, or proposes to make available, an awarding organisation must –
- (a) comply with the requirements relating to that qualification set out in the document published by the Secretary of State entitled 'Subject content functional skills: mathematics',³ document reference DFE-00046-2018,
 - (b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and
 - (c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

³ www.gov.uk/government/publications/functional-skills-subject-content-mathematics

Condition FSM2

Assessment Strategies

- FSM2.1 In respect of each functional skills qualification in mathematics which it makes available, or proposes to make available, an awarding organisation must –
- (a) establish and maintain an assessment strategy for that qualification,
 - (b) ensure that the assessment strategy complies with any requirements which may be published by Ofqual and revised from time to time, and
 - (c) have regard to any guidance in relation to assessment strategies which may be published by Ofqual and revised from time to time.
- FSM2.2 In particular, an awarding organisation must ensure that the assessment strategy for a functional skills qualification in mathematics sets out how the awarding organisation intends to secure, on an ongoing basis, compliance with its Conditions of Recognition in respect of the assessments for that qualification.
- FSM2.3 An awarding organisation must ensure that all assessments for a functional skills qualification in mathematics which it makes available, or proposes to make available, are designed, set, delivered and marked in compliance with its assessment strategy for that qualification.
- FSM2.4 An awarding organisation must –
- (a) keep under review its assessment strategy for a functional skills qualification in mathematics, and revise it where necessary, so as to satisfy itself that the assessment strategy meets at all times the requirements of Conditions FSM2.1 and FSM2.2,
 - (b) review that assessment strategy promptly upon receiving a request from Ofqual to do so, and subsequently ensure that its assessment strategy complies with any requirements that Ofqual has communicated to it in writing, and
 - (c) promptly notify Ofqual of any revisions made by it to that assessment strategy.
- FSM2.5 An awarding organisation must –
- (a) upon receiving a request from Ofqual to do so, demonstrate to Ofqual's satisfaction that it has complied with its assessment strategy for a functional skills qualification in mathematics in respect of any particular assessment for that qualification, or provide an explanation to Ofqual as to why it has not so complied, and

- (b) give effect to any recommendation that Ofqual may make in respect of its compliance with its assessment strategy.

Condition FSM3

Technical Evaluation

- FSM3.1 Before first making available a functional skills qualification in mathematics, an awarding organisation must –
- (a) promptly notify Ofqual that it proposes to make the qualification available,
 - (b) comply with the terms of any written notice served by Ofqual requiring the awarding organisation to provide Ofqual with information, and
 - (c) either –
 - (i) comply with any requirements specified to it by Ofqual in relation to the qualification, or
 - (ii) have received written confirmation from Ofqual that it has no such requirements.
- FSM3.2 For the purposes of Condition FSM3.1(b), a notice given by Ofqual may –
- (a) specify the time within which the information is to be provided,
 - (b) specify a form in which the information is to be provided, and
 - (c) require an awarding organisation to provide information which is already in its possession or which has to be created or obtained by it.
- FSM3.3 Where Ofqual specifies requirements in relation to a qualification under Condition FSM3.1(c), it may specify that the awarding organisation may make that qualification available before those requirements are complied with.

Condition FSM4

Assessment

- FSM4.1 An awarding organisation must ensure that in respect of each assessment for a functional skills qualification in mathematics which it makes available, or proposes to make available, it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

Condition FSM5

Specified levels of attainment

- FSM5.1 An awarding organisation must ensure that the specification for each functional skills qualification in mathematics which it makes available, or proposes to make available, sets out specified levels of attainment which comply with any requirements which may be published by Ofqual and revised from time to time.
- FSM5.2 In respect of each functional skills qualification in mathematics 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.
- FSM5.3 In setting the specified levels of attainment for a functional skills qualification in mathematics which it makes available, an awarding organisation must have regard to an appropriate range of qualitative and quantitative evidence.
- FSM5.4 In respect of each functional skills qualification in mathematics which it makes available, the range of evidence to which an awarding organisation has regard for the purposes of Condition FSM5.3 will only be appropriate if it includes evidence of –
- (a) the Level of Demand of the assessments for that qualification,
 - (b) at Levels 1 and 2, the level of attainment demonstrated in those assessments by –
 - (i) an appropriately representative sample of Learners taking that qualification, or
 - (ii) individuals (whether Learners or otherwise) as part of robust technical pre-testing of those assessments,
 - (c) at the entry levels, the level of attainment, where available, demonstrated in those assessments by –
 - (i) an appropriately representative sample of Learners taking that qualification, or
 - (ii) individuals (whether Learners or otherwise) as part of robust technical pre-testing of those assessments,

- (d) where available, 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
- (e) following the first time that a Component designed in line with these Subject Level Conditions is awarded, the level of attainment demonstrated by Learners who have previously been awarded that Component.

FSM5.5 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 functional skills qualification in mathematics which it makes available, and
- (b) its rationale for the selection of and weight given to that evidence.

Condition FSM6 Interpretation and Definitions

- FSM6.1 The rules of interpretation and definitions outlined in General Condition J1 shall apply to the Subject Level Conditions for functional skills qualifications in mathematics.
- FSM6.2 Except in the circumstances described in Condition FSM6.3, the requirements imposed by the Subject Level Conditions for functional skills qualifications in mathematics apply in addition to the requirements imposed by the General Conditions of Recognition.
- FSM6.3 To the extent that there is any inconsistency between a requirement of such a Subject 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 Subject Level Condition and is not obliged to comply with the requirement of the General Condition of Recognition.

Requirements for functional skills qualifications in mathematics

Assessment requirements

Condition FSM4.1 allows us to specify requirements and guidance in relation to the assessment of functional skills qualifications in mathematics.

We set out our requirements for the purposes of Condition FSM4.1 below.

The relevant knowledge, skills and understanding for the qualification is set out in the Department for Education's 'Subject content functional skills: Mathematics',⁴ document reference DFE-00046-2018 (the 'Content Document'), with which an awarding organisation must comply under Condition FSM1.1.

Single Component

Each functional skills qualification in mathematics must be made up of a single Component.

Assessment with and without a calculator

In designing and setting the assessment(s) for a functional skills qualification in mathematics which it makes available, or proposes to make available, an awarding organisation must ensure that of the total marks available –

- (a) 25% are allocated to questions or tasks which must be completed by Learners without the use of, or access to, a calculator⁵ (the 'Non-calculator Test'), and
- (b) 75% are allocated to questions or tasks for which Learners are permitted to use a calculator (the 'Calculator Test').

Each functional skills qualification in mathematics must comprise either –

- (a) a single assessment, with separate sections for each of the Non-calculator Test and the Calculator Test, or
- (b) two assessments, one comprising the Non-calculator Test and the other the Calculator Test.

Weighting of content areas

The Content Document stipulates the following three separate content areas for each level –

- (a) using numbers and the number system,

⁴ www.gov.uk/government/publications/functional-skills-subject-content-mathematics

⁵ Throughout these requirements a calculator is defined as any electronic device which may be used for the performance of mathematical computations.

(b) using common measures, shape and space, and

(c) handling information and data.

In respect of a functional skills qualification in mathematics that it makes available, or proposes to make available, an awarding organisation must –

(a) ensure that each assessment, or pair of assessments –

(i) samples as much of the subject content as practicable,

(ii) contains a reasonable balance between the three content areas, and

(iii) samples in the Calculator Test and the Non-calculator Test subject content which is appropriate to each.

(b) sample all of the content in as few iterations of the assessment(s) as possible.

In complying with the requirements at (a) and (b) above, an awarding organisation must take all reasonable steps to ensure that assessments at each level are comparable and are not predictable.

Underpinning skills and problem solving

The Content Document states that functional skills qualifications in mathematics need to provide assessment of Learners' underpinning skills – defined as 'the ability to do maths when not as part of a problem'⁶ – as well as their ability to apply mathematical thinking to solve problems.⁷

In designing and setting the assessment(s) for a functional skills qualification in mathematics which it makes available, or proposes to make available, an awarding organisation must –

(a) take reasonable steps to ensure that of the total marks available in that assessment, or pair of assessments –

(i) 25% are allocated to questions or tasks which assess underpinning skills, and

(ii) 75% are allocated to questions or tasks which assess problem solving,

(b) where it is not possible to achieve these weightings having taken reasonable steps, ensure that the weighting of the assessment of underpinning skills and problem solving is within +/- 2% of the relevant weighting specified in (a), and

⁶ Content Document, fn. 1, p. 3.

⁷ Content Document, p. 4.

- (c) ensure that, within the parameters set out in (a) and (b), there is reasonable coverage of assessment of Learners' underpinning skills and problem solving within each of the Calculator Test and the Non-calculator Test.

Overall assessment time

An awarding organisation must design and set the assessment(s) for a functional skills qualification in mathematics on the basis that the total amount of time spent by each Learner in taking the assessment(s) shall be –

(a) at entry level –

- (i) no less than an hour and 15 minutes, and
- (ii) no more than an hour and 45 minutes, and

(b) at levels 1 and 2 –

- (i) no less than an hour and 45 minutes, and
- (ii) no more than two hours and 30 minutes.

Setting assessments

An awarding organisation must set all assessments for a functional skills qualification in mathematics that it makes available.

Adaptations at entry level

An awarding organisation may permit a Centre to adapt questions or tasks in assessments at entry level for the purpose of making those assessments more accessible to Learners.

Where an awarding organisation permits a Centre to adapt questions or tasks, such adaptations must relate only to the context presented by that question or task. An awarding organisation must not permit a Centre to amend –

- (a) the knowledge, skills or understanding that a Learner is required to demonstrate in the question or task,
- (b) the Level of Demand of the question or task, or
- (c) any specified conditions under which the assessment must be completed, including in particular the time within which the assessment must be completed (unless any such amendment is part of a Reasonable Adjustment or for the purposes of Special Consideration).

Marking of assessments

Levels 1 and 2

Evidence generated by a Learner in an assessment at levels 1 and 2 must be marked by the awarding organisation or a person connected to the awarding organisation.

Entry level

Evidence generated by a Learner in an assessment at entry level may be marked –

- (a) by the awarding organisation or a person connected to the awarding organisation,
- (b) by a Centre, or
- (c) through a combination of (a) and (b).

In any event, the awarding organisation must demonstrate to Ofqual's satisfaction in its assessment strategy that –

- (a) it has taken all reasonable steps to identify the risk of any Adverse Effect which may result from its approach to marking the assessments (and to Moderation where appropriate), and
- (b) where such a risk is identified, it has taken all reasonable steps to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Guidance for Centres

Under Condition G9.2(a) an awarding organisation must ensure that every assessment for a qualification which it makes available is fit for purpose on delivery.

Under Condition C2.5 an awarding organisation must provide effective guidance to a Centre in respect of the parts of the delivery of a qualification that the Centre undertakes.

Under Condition H1.1 an awarding organisation must ensure that the criteria against which Learners' performance will be differentiated are applied accurately and consistently by all Assessors.

Taking these obligations together, and without prejudice to any other action that they might require, an awarding organisation must provide effective guidance to Centres in respect of the adaptation, delivery and marking by Centres, as relevant, of assessments for a functional skills qualification in mathematics which it makes available, or proposes to make available.

Standard setting requirements

Condition FSM5.1 allows us to specify requirements and guidance in relation to the specified levels of attainment that must be used for functional skills qualifications in mathematics.

Condition FSM5.2(b) allows us to specify requirements and guidance in relation to how those specified levels of attainment are set.

We set out our requirements for the purposes of Conditions FSM5.1 and FSM5.2(b) below.

Specified level of attainment in functional skills qualifications in mathematics

In relation to each functional skills qualification in mathematics, an awarding organisation must ensure that there shall be a single specified level of attainment – 'Pass'.

Setting the specified level of attainment

An awarding organisation must set a single boundary mark for a Pass for each version of the Component that it permits a Learner to take.

This means that, where the Component comprises two assessments, an awarding organisation –

- (a) must set a single boundary mark which is then applied to a Learner's combined mark from both assessments,
- (b) must set such a boundary mark for each combination of different versions of the assessments that it permits a Learner to take; and
- (c) must not set a boundary mark for either of the individual assessments.

An awarding organisation must set boundary marks for the Component in such a way as to secure suitable qualification level standards. Where a number of alternative versions of the Component are used simultaneously, this includes securing the maintenance of standards across those alternative versions.

Issuing results

In relation to each Component of a functional skills qualification in mathematics, an awarding organisation must ensure that a Learner is issued a result of 'Fail' where he or she does not meet the criteria to be awarded a Pass.

Assessment strategy requirements

Condition FSM2.1(a) requires an awarding organisation to establish and maintain an assessment strategy for each functional skills qualification in mathematics which it makes available or proposes to make available. Condition FSM2.2 requires an awarding organisation to ensure that the assessment strategy for a functional skills qualification in mathematics sets out how the awarding organisation intends to secure, on an ongoing basis, compliance with its Conditions of Recognition in respect of the assessments for that qualification.

Condition FSM2.1(b) requires an awarding organisation to have regard to any requirements in relation to assessment strategies published by Ofqual. We set out our requirements for the purposes of Condition FSM2.1(b) below.

General requirements

An assessment strategy for a functional skills qualification in mathematics must provide a comprehensive picture of the steps and approach an awarding organisation will take to secure compliance with its Conditions of Recognition in relation to the design, delivery and marking of assessments for, and the award of, that qualification.

An assessment strategy must present a logical and coherent narrative that includes clear and concise evidence demonstrating how an awarding organisation will seek to ensure that the qualification, and the assessments for it, are fit for purpose. In particular, it must include information and evidence to show how the awarding organisation promotes and acts on feedback between the different stages of the qualification development cycle so as to continuously improve the assessments for that qualification.

Detailed requirements

We set out below our detailed requirements on the specific information and evidence an awarding organisation must include in its assessment strategy. The amount of information and evidence that can be included may vary across the areas identified, depending on the relevant point in the qualification development cycle to which a particular item pertains and the extent to which Ofqual has determined the regulatory approach in relation to a particular issue.

These detailed requirements are intended to indicate the minimum items that an assessment strategy must include. They are not intended to provide a template specifying the form that it must take, since the optimal structure and content of an assessment strategy will depend on the approach that is being proposed by the awarding organisation.

SECTION 1: ASSESSMENT DESIGN & APPROACH	EXAMPLES OF RELEVANT CONDITIONS
<p>Overall assessment time</p> <p>For each level, the overall assessment time from within the permitted range, and a rationale for this.</p>	<p>Condition FSM4.1</p> <p>Condition E4.2</p> <p>Conditions G9.1 – G9.2</p>
<p>Individual assessment times</p> <p>For each level, the assessment time for the Component, and for each assessment where more than one assessment is used, and a rationale for these times (for example in terms of covering the required subject content effectively, and balancing reliability and manageability).</p>	<p>Condition FSM4.1</p> <p>Condition D1</p> <p>Condition E4.2</p> <p>Condition G1</p> <p>Conditions G9.1 – G9.2</p>
<p>Number of marks per Component</p> <p>For each level, the number of marks for the Component, and for each assessment where more than one assessment is used, and a rationale for those numbers of marks (for example in terms of covering the required subject content effectively, and balancing reliability and manageability).</p>	<p>Condition FSM4.1</p> <p>Condition D1</p> <p>Condition E4.2</p> <p>Condition G1</p>
<p>Assessment structure</p> <p>For each level, details of how assessments will be structured, for example:</p> <ul style="list-style-type: none"> ■ whether different assessments, or different sections of a single assessment, are to be used for the Calculator Test and Non-calculator Test. 	<p>Condition FSM4.1</p> <p>Condition D1</p> <p>Condition E4.2</p> <p>Condition G1</p>
<p>Coverage of subject content</p> <p>Approach to coverage of the subject content, including:</p> <ul style="list-style-type: none"> ■ sampling a representative amount and range in each assessment or set of assessments, ■ covering the whole subject content in as few iterations of assessments as reasonably practicable, and ■ assessing the subject content in accordance with any specific Ofqual requirements (e.g. in relation to underpinning skills and problem-solving and the 	<p>Condition FSM1.1</p> <p>Condition FSM4.1</p> <p>Condition D1</p> <p>Condition E4.2</p> <p>Condition G1</p>

<p>Calculator Test and Non-calculator Test etc.).</p>	
<p>Item types and mark schemes</p> <p>For each level:</p> <ul style="list-style-type: none"> ■ details of the range and balance of item types to be used (e.g. multiple-choice, short answer, extended response, etc.) and how these will support valid assessment of the subject content at the appropriate level, ■ approach to mark scheme design, including for different item types, and an explanation of how resulting mark schemes will support reliable application, and ■ a sample of example items and associated mark schemes, representing the range to be used in assessments, with commentaries explaining the approaches taken. 	<p>Condition FSM1.1</p> <p>Condition FSM4.1</p> <p>Condition D1</p> <p>Condition E4.2</p> <p>Condition G1</p> <p>Condition H1.1</p>
<p>Availability of assessments</p> <p>Approach to availability of assessments, including:</p> <ul style="list-style-type: none"> ■ number of assessments to be available, ■ type of assessment (e.g. online and/or paper-based), ■ nature of opportunities (e.g. on-demand or sessions), ■ duration for which assessments will be available, and ■ approach to Learners taking an assessment again. <p>In light of the approach to assessment availability, any specific risks that have been identified, how these will be mitigated, and how particular challenges will be addressed, including:</p> <ul style="list-style-type: none"> ■ ensuring comparability of assessments, ■ minimising predictability of assessments, and ■ ensuring security of assessments. 	<p>Condition D1</p> <p>Condition E4.2</p> <p>Condition G1</p> <p>Conditions G9.1 – G9.2</p> <p>Condition H2</p> <p>Condition H3</p>

SECTION 2: ASSESSMENT DEVELOPMENT & DELIVERY	
<p>Developing assessment materials</p> <p>Process for developing assessment materials, including different stages and personnel involved, how evidence regarding functioning of previous assessments is used, and any differences by assessment type.</p>	<p>Condition FSM1.1</p> <p>Condition FSM4.1</p> <p>Condition D1</p> <p>Condition D3</p> <p>Condition E4.2</p> <p>Condition G1</p> <p>Condition G3</p> <p>Condition G9.1</p>
<p>Assessment setting arrangements</p> <p>Approach to training individuals who will be responsible for setting assessments and/or items, including ensuring security and mitigating any conflicts of interest.</p>	<p>Condition A4</p> <p>Conditions A5.1 – A5.3</p> <p>Condition G1</p> <p>Condition G4</p>
<p>Assessor standardisation</p> <p>Approach to training and standardising assessors, including details of standardisation procedures and any wider training.</p>	<p>Condition G1.3</p> <p>Condition H1</p> <p>Condition H2</p> <p>Condition H5</p>
<p>Monitoring marking</p> <p>Processes in place to monitor accuracy and consistency of marking and issuing of results, and to take remedial action where necessary.</p>	<p>Condition H1</p> <p>Condition H2</p> <p>Condition H5</p> <p>Condition H6.1(d)</p>
<p>Malpractice & security arrangements</p> <p>How malpractice will be addressed and security of assessments will be ensured, including any differences by assessment type.</p>	<p>Condition A8</p> <p>Condition G4</p>
SECTION 3: CENTRE ASSESSMENT & MODERATION	
<p>Centre assessment</p> <ul style="list-style-type: none"> ■ Approach to whether Centre-adaptation and/or Centre marking will be permitted at entry level. ■ An explanation of the rationale for this, and how any risks will be managed, for example in relation to authenticity of Learners' work and accuracy of 	<p>Condition FSM4.1</p> <p>Condition C1</p> <p>Conditions C2.1 – C2.3</p> <p>Condition D1</p> <p>Condition E4.2</p>

Centres' marking.	Condition G1 Condition G3 Condition G9
<p>Guidance and training to centres</p> <p>Approach to the provision of guidance and training to Centres around Centre-adapted, and Centre-marked assessments. In particular to cover:</p> <ul style="list-style-type: none"> ■ guidance around adapting assessments, ■ approach to reviewing Centre-adapted assessments, and ■ training in relation to application of assessment criteria for the entry level mark schemes 	Condition FSM4.1 Condition C1 Condition C2.5 Condition G9.2 Condition H1.1 Condition H5
<p>Approach to marking</p> <ul style="list-style-type: none"> ■ The steps taken to identify the risk of any Adverse Effect which may result from the awarding organisation's approach to marking assessments (and to Moderation and monitoring where appropriate). ■ Where such a risk has been identified, the steps taken to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect. 	Condition FSM4.1 Condition A6 Condition D1 Condition H1 Condition H2 Condition H5
<p>Moderation of Centre-marked assessments</p> <p>Approach to Moderation of marking at entry level, where relevant.</p>	Condition C1 Conditions C2.1 and C2.2(j) Condition H2
SECTION 4: STANDARD SETTING & MAINTENANCE	
<p>Approach to ensuring decisions in relation to standard setting follow an appropriate technical methodology and have appropriate scrutiny.</p> <ul style="list-style-type: none"> ■ An explanation of the technical methodology employed in the process, including the personnel involved and their roles. ■ An explanation of how the decisions from the process are approved within the awarding organisation and the personnel involved in this. 	Condition FSM5 Condition D1 Condition H3

<p>Approach to ensuring decisions in relation to standard setting are based on an appropriate range of qualitative and quantitative evidence.</p> <ul style="list-style-type: none"> ■ Details of the range of evidence used to inform decisions and the weight given to different sources. ■ A rationale for why this approach is optimal, in light of the assessment design/approach and cohort make-up. 	<p>Condition FSM5 Condition D1 Condition H3</p>
<p>Approach to ensuring decisions in relation to standard setting promote comparability, over time and between awarding organisations, and are kept under review.</p> <ul style="list-style-type: none"> ■ Details of how comparability between different versions of assessments and different types of assessment (e.g. online vs paper-based) is ensured, both where these are available at the same time and on an ongoing basis. ■ For on-demand assessments, details of how and when remedial action is taken when emerging evidence regarding an existing assessment suggests previous decisions in relation to standard setting may need reconsidering. ■ Details of how evidence generated in line with any requirements set by Ofqual under Condition FSM5.2(a) in relation to inter-awarding organisation comparability will be used to inform decisions on standard setting. 	<p>Condition FSM5 Condition D1 Condition H3</p>

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