

# **AEA Qualification Level Guidance**

June 2018



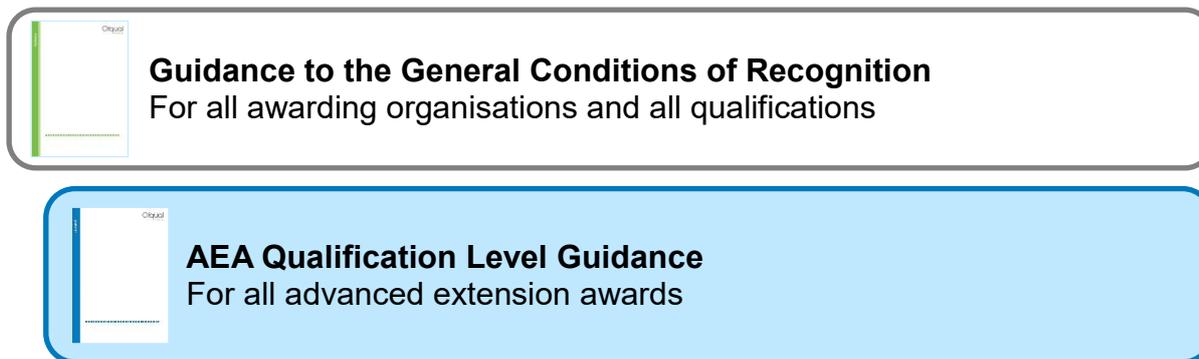
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## Introduction

### About this document

This document (highlighted in the figure below) is part of a suite of documents which outlines our guidance for awarding organisations offering advanced extension awards.



This document sets out guidance which applies to all advanced extension award qualifications awarded on or after 1 September 2018, and which comes into effect at 5.00pm on Friday 15 June 2018.

This guidance supports the AEA Qualification Level Conditions and Requirements.<sup>1</sup>

This document constitutes guidance for the purposes of section 153 of the Apprenticeships, Skills, Children and Learning Act 2009 (the '2009 Act') and Condition AEA6.1(b).

An awarding organisation has a legal obligation under the 2009 Act to have regard to this guidance in relation to each project qualification that it makes available or proposes to make available. Condition AEA6.1(b) imposes the same obligation in respect of the guidance below which is issued under that Condition.

An awarding organisation should use the guidance to help it understand how to comply with the AEA Qualification Level Conditions and associated requirements.

### Guidance set out in this document

This document provides guidance on setting specified levels of attainment for advanced extension awards.

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<sup>1</sup> [www.gov.uk/government/publications/aea-qualification-level-conditions-and-requirements](http://www.gov.uk/government/publications/aea-qualification-level-conditions-and-requirements)

## Guidance on setting specified levels of attainment for advanced extension awards

Condition AEA6.1(b) allows us to specify requirements and guidance in relation to the setting of specified levels of attainment for advanced extension awards.

We set out below our guidance for the purposes of Condition AEA6.1(b).

Condition AEA6.2 states that in setting the specified levels of attainment for an advanced extension award which it makes available, an awarding organisation must have regard to an appropriate range of qualitative and quantitative evidence.

Condition AEA6.3 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 –
  - (i) a prior assessment (which was not for that qualification), whether or not that assessment was for a regulated qualification, or
  - (ii) a 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 an advanced extension award which it makes available may include –

- question papers/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, item-level statistics,

- 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 question papers/tasks and mark schemes,
- any inter-awarding organisation screening data for advanced extension awards,
- pertinent material deemed to be of equivalent standard from 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 an advanced extension award by an appropriate percentage of the Learners taking that qualification, an awarding organisation should consider whether the marks on its system reflect –

- all possible routes through the qualification, and
- a representative proportion of Learners' marks for the qualification.

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