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Performance Table Qualification Qualification Level Guidance

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Guidance on purposes

Condition PTQ6.1 allows us to specify guidance in relation to the general purposes which a Technical Award must meet.

We set out our guidance for the purposes of Condition PTQ6.1 below.

Our requirements published under Condition PTQ6.1 set out the general purposes that each Technical Award must meet. We provide some explanatory guidance below in relation to the general purposes –

- Technical Awards must be designed to develop knowledge, understanding and skills relevant to an industry sector and/or occupational group and to enable Learners to demonstrate their level of attainment through practical activities, where appropriate. The qualification content must be of sufficient depth to represent credible development relevant to the identified sector/occupational group, yet have sufficient breadth to demonstrate more widely relevant learning.

- Through a combination of the content of the qualification and the expectations set by the assessments, Learners should be required to demonstrate proficiency appropriate to Level 1 or Level 2, as relevant. The content and approach to assessment should be appropriate for Learners typically studying the course between the ages of 14 and 16.

- Results from Technical Awards will provide to those working in post-16 education, evidence of Learners' achievements at this level for the purposes of selection onto post-16 academic and technical programmes of study. To enable these judgements to be made confidently on an on-going basis, the qualifications (and the processes that support their delivery) must be designed such that they provide outcomes with sufficient Reliability and a consistency of grading standard over time. Results from these qualifications will also be combined with other results to be used as part of the evaluation of school performance. They must be designed to support appropriate delivery in schools and promote positive teaching practice.

- Without prejudice to the above purposes, these qualifications should be designed to be engaging for Learners and should support the encouragement of continued engagement and enthusiasm for study post-16.

Holistic understanding of content

General Purpose B highlights the importance of Learners being able to develop and demonstrate their breadth of understanding across a qualification's content as a whole. Performance Table Qualifications should therefore seek to promote a holistic understanding of the content domain and the assessment design should take opportunities, as appropriate to the subject, to assess how far Learners have a broad understanding across the content.

Where qualifications are designed with several assessments being available at multiple points throughout the course, there is a particular risk that these may assess, and that Learners could develop, a fragmented understanding of the content domain rather than a holistic one. In such situations, it may be particularly important to ensure how Learners can make effective connections and draw together knowledge, skills and/or understanding from across the content domain.

We do not specify any particular model for this given the varied approaches that may be appropriate across different subject areas, for example, based on their content and the assessment methodologies that they employ.

Guidance on assessment

Condition PTQ10.1 allows us to specify requirements and guidance in relation to the assessment of Technical Awards.

We set out our guidance for the purposes of Condition PTQ10.1 below.

Assessment by Examination to be in writing

Under our requirements, apart from where an exemption is granted, an awarding organisation must ensure that the assessments for a Technical Award include one or more Assessments by Examination¹ –

- (a) through which 40% of the total marks for the qualification are made available, and
- (b) in which the evidence generated by the Learner is required to be in writing.

The requirement for evidence generated by a Learner to be 'in writing' is intended to preclude oral responses by a Learner, as well as responses in the form of a performance or other practical demonstration of skills.

Examples of non-oral responses that will be allowed include responses to –

- (a) multiple choice questions,
- (b) short answer questions, or
- (c) on-screen assessment.

The requirement will not preclude the use by a Learner of a scribe or a speech recognition system where this is granted by an awarding organisation as a reasonable adjustment.

¹ For the purposes of these requirements an Assessment by Examination is defined as an assessment which is -

- (a) set by an awarding organisation,
- (b) designed to be taken simultaneously by all relevant Learners at a time determined by the awarding organisation, and
- (c) taken under conditions specified by the awarding organisation (including conditions relating to the supervision of Learners during the assessment and the duration of the assessment).



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