

GUIDANCE

DRAFT Guidance on Assessment for T Level Foundation Qualifications (Level 2)

July 2023

Not yet in force

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Guidance on Assessment

Condition PQ4.1 allows us to specify requirements and guidance in relation to the assessment of T Level Foundation Qualifications.

We set out our guidance for the purposes of Condition PQ4.1 below.

Requirements in the General Conditions of Recognition

The General Conditions of Recognition set out Conditions which apply to all regulated qualifications and awarding organisations. They include conditions related to the fitness for purpose of qualifications. Section D sets out general requirements for regulated qualifications. Section E covers the design and development of qualifications, including in relation to ensuring an assessment is fit for purpose. Section G sets out requirements for an awarding organisation in relation to setting and delivering assessments.

Condition D1 relates to the fitness for purpose of qualifications and states that an awarding organisation must ensure that each qualification which it makes available is fit for purpose and that this will only be the case if it secures, as far as possible, the requirements of validity, reliability, comparability, manageability and minimising bias. Where there is conflict between two or more of these requirements, an awarding organisation must secure that it achieves a balance between those requirements that ensures its compliance with its Conditions of Recognition and is objectively the optimum balance in relation to the particular qualification.

Condition E4 relates to ensuring an assessment is fit for purpose and can be delivered. Condition E4.2 states that in designing an assessment, an awarding organisation must ensure that the assessment:

- a) is fit for purpose,
- b) can be delivered efficiently,
- c) allows Centres to develop cost effective arrangements for its delivery, using only the resources which would be reasonably expected to be required or which are provided by the awarding organisation,
- d) permits Reasonable Adjustments to be made, while minimising the need for them,
- e) allows each Learner to generate evidence which can be Authenticated,

- f) allows each specified level of attainment detailed in the specification to be reached by a Learner who has attained the required level of knowledge, skills and understanding, and
- g) allows Assessors to be able to differentiate accurately and consistently between a range of attainments by Learners.

Overall approach

We set out below the considerations that we will expect awarding organisations to have regard to in designing their assessments for T Level Foundation Qualifications in line with the General Conditions set out above.

This guidance should be read alongside the Department for Education's National Technical Outcomes (NTOs).

Coverage of content

In designing its assessments for a T Level Foundation Qualification, an awarding organisation should ensure that Learners are required to identify and effectively use, in an integrated way, an appropriate selection of knowledge and skills from each of the NTOs in a particular T Level route. Any modularity of assessments should therefore take into account the need for assessments to draw together knowledge and skills to demonstrate the relevant outcomes.

Qualification size

The number and size of assessments used within a T Level Foundation Qualification should be proportionate to –

- (a) the number of outcomes in the NTOs for a particular T Level route, and
- (b) the Department for Education's size guidelines for these qualifications.

The outcomes in the NTOs may be assessed separately or in an appropriate combination.

Use of context

The assessments for a T Level Foundation Qualification should allow a Learner to demonstrate their ability to apply their knowledge, skills and understanding in relevant practical contexts. An awarding organisation should therefore ensure that its assessments of the outcomes in the NTOs are set in specific, realistic employment-related contexts and situations, focusing on the practical application of knowledge and skills. It may be appropriate for any practical outcomes that assess knowledge

and skills to be assessed using a case study approach set around a specific brief, and for knowledge-only outcomes to be assessed using theoretical rather than practical contexts.

The contexts should vary over time so that they are not predictable.

Emphasis on overall performance

Achievement of a Pass grade in a T Level Foundation Qualification is intended to demonstrate the outcomes in the NTOs through broad coverage of the relevant knowledge and skills that may indicate a Learner has the aptitude to progress onto level 3 study. T Level Foundation Qualifications are not intended to be prerequisites for T Level study or to signal occupational competence. An awarding organisation should therefore ensure that a Learner's result is based on their overall performance across the qualification content, with strengths and weaknesses in performance permitted to balance each other out.



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