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Regulation

# Apprenticeship Assessment Qualification Level Conditions and requirements

Updated 1 April 2026

## Applies to England

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# Introduction

## About this document

This document sets out our regulatory requirements for awarding organisations offering Apprenticeship Assessments. These conditions and requirements come into effect at 9:30am on 1 April 2026.

This document sets out the following rules:

- our Qualification Level Conditions for Apprenticeship Assessments, which we have set using our powers under [section 134 of the Apprenticeships, Skills, Children and Learning Act 2009](#),
- our requirements in relation to assessment strategies, setting assessments, marking and qualification purposes.

With respect to all Apprenticeship Assessments, awarding organisations must also comply with:

- our [General Conditions of Recognition](#), which apply to all awarding organisations and qualifications, and
- all relevant [Regulatory Documents](#).

## Qualifications to which these rules and guidance apply

These conditions and requirements apply only to awarding organisations offering Apprenticeship Assessments in relation to Occupational Standards where an assessment plan has been published by Skills England.

These conditions and requirements do not apply to awarding organisations offering any qualification in relation to which:

- a) an assessment plan is published without the title Apprenticeship Assessment

Plan, or Foundation Apprenticeship Assessment Plan, or

b) where the assessment plan is published with the title Apprenticeship Assessment Plan, or Foundation Apprenticeship Assessment Plan, the Learner commenced the qualification before these QLCs came into force

## **Condition AA1: Interpretation and Definitions**

AA1.1 The rules of interpretation and definitions outlined in General Condition J1 shall apply to Apprenticeship Assessment Qualification Level Conditions.

AA1.2 Except in the circumstances described in Condition AA1.3, the requirements imposed by Apprenticeship Assessment Qualification Level Conditions apply in addition to the requirements imposed by the General Conditions of Recognition.

AA1.3 To the extent that there is any inconsistency between –

(a) a requirement of an Apprenticeship Assessment Qualification Level Condition and an awarding organisation's ability to provide either a particular type of Reasonable Adjustment or Special Consideration, such that the awarding organisation is prevented from providing that Reasonable Adjustment or Special Consideration, the awarding organisation may provide that Reasonable Adjustment or Special Consideration and is not obliged to comply with the requirement of the Apprenticeship Assessment Qualification Level Condition,

(b) in all other cases, a requirement of an Apprenticeship Assessment 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 Apprenticeship Assessment Qualification Level Condition and is not obliged to comply with the requirement of the General Condition of Recognition.

AA1.4 In these Conditions, the following words shall have the meaning given to them below (and cognate expressions should be construed accordingly) –

## **Apprenticeship Assessment**

A qualification –

(a) commenced by a Learner after the date on which these Qualification Level Conditions come into force, and

(b) in relation to which the Secretary of State has published an Assessment Plan.

## **Assessment Plan**

The apprenticeship assessment plan published under section A2(1) of the Act and published with the title:

(a) Foundation Apprenticeship Assessment Plan, or

(b) Apprenticeship Assessment Plan (AAP)

as revised from time to time.

## **Occupational Standard**

A standard for an occupation published under section ZA11(1) of the Act, as revised from time to time.

# **Condition AA2: Disapplication of certain General Conditions of Recognition applying to Apprenticeship Assessments**

AA2.1 In respect of each Apprenticeship Assessment which it makes available, or proposes to make available, the following General Conditions of Recognition do

not apply –

- (a) Condition E7,
- (b) Condition E8,
- (c) Condition E9,
- (d) Condition I3, and
- (e) Condition I4.

## **Condition AA3: Compliance with Assessment Plans**

AA3.1 In respect of each Apprenticeship Assessment which it makes available, or proposes to make available, an awarding organisation must –

- (a) save where Condition AA3.3 applies, comply with any requirements, and have regard to any guidance, contained in the relevant Assessment Plan, and
- (b) interpret that Assessment Plan in accordance with any requirements, and have regard to any guidance, which may be published by Ofqual and revised from time to time.

AA3.2 In particular, an awarding organisation must ensure that –

- (a) the specification for each Apprenticeship Assessment which it makes available, or proposes to make available, sets out specified levels of attainment which comply with the relevant Assessment Plan, and
- (b) it complies with any requirements set out in the relevant Assessment Plan in relation to the setting of specified levels of attainment, and has regard to any guidance which may be published by Ofqual and revised from time to time.

AA3.3 Where there is any inconsistency between a requirement in an Assessment Plan and a requirement in a Condition of Recognition, such that the awarding organisation could not comply with both such requirements, the awarding organisation must comply with the requirement of the Condition of Recognition and is not obliged to comply with the requirement of the Assessment Plan.

# Condition AA4: Assessment strategies

AA4.1 In respect of each Apprenticeship Assessment 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.

AA4.2 In particular, an awarding organisation must ensure that the assessment strategy for an Apprenticeship Assessment 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.

AA4.3 An awarding organisation must ensure that all assessments for an Apprenticeship Assessment which it makes available, or proposes to make available, are designed, set, delivered and marked in compliance with its assessment strategy for that qualification.

AA4.4 An awarding organisation must –

- (a) keep under review its assessment strategy for Apprenticeship Assessment, and revise it where necessary, so as to satisfy itself that the assessment strategy meets at all times the requirements of Conditions AA4.1 and AA4.2,
- (b) review its assessment strategy for Apprenticeship Assessment 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.

AA4.5 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 Apprenticeship Assessment 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 AA5: Assessment**

AA5.1 An awarding organisation must ensure that in respect of each assessment for an Apprenticeship Assessment 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 AA6: Apprenticeship Assessment Purposes**

AA6.1 An awarding organisation must ensure that each Apprenticeship Assessment which it makes available, or proposes to make available –

(a) meets the general purposes for such qualifications published by Ofqual and revised from time to time, having regard to any guidance which may be published by Ofqual and revised from time to time, and

(b) has one or more specific purposes which are consistent with the general purposes.

AA6.2 An awarding organisation must ensure that each Apprenticeship Assessment which it makes available, or proposes to make available, is designed so as, where there is a conflict between 2 or more general purposes such that compliance with one general purpose will reduce the degree to which an awarding organisation can comply with another –

(a) priority is given to the general purposes in accordance with their hierarchy, with the greatest priority being given to compliance with purposes further up the hierarchy, and

(b) without prejudice to Condition AA6.1(a), compliance is secured with all of the general purposes to the greatest extent possible.

# Condition AA7: Content

AA7.1. An awarding organisation must ensure that each Apprenticeship Assessment which it makes available or proposes to make available –

(a) assesses the knowledge and skills set out in the relevant Occupational Standard, and

(b) complies with any requirements contained in the relevant Assessment Plan in relation to how the knowledge and skills must be assessed.

AA7.2 An awarding organisation must ensure that the knowledge and skills that will be assessed as part of each Apprenticeship Assessment which it makes available or proposes to make available, are appropriate in relation to –

(a) the qualification's purposes,

(b) the level of the qualification,

(c) the design of the assessments to be taken for the qualification, and

(d) the assessment outcomes, included where specified in the relevant Assessment Plan

# Condition AA8: Standard setting

AA8.1 In respect of each Apprenticeship Assessment 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 the promotion of consistency between the measurement of Learners' levels of attainment in that qualification and similar qualifications made available by other awarding organisations.

AA8.2 In setting the specified levels of attainment for an Apprenticeship Assessment which it makes available, an awarding organisation must have regard to a range of qualitative and quantitative evidence that is appropriate to the design and delivery of the assessment.

# Condition AA9: Apprenticeship Assessment Levels

AA9.1. An awarding organisation must –

(a) assign one or more levels to each Apprenticeship Assessment which it makes available or proposes to make available,

(b) ensure that each level which it assigns is the same as the level or levels of the relevant Occupational Standard, and

(c) following any change to a level of the relevant Occupational Standard, review each level which it has assigned to the Apprenticeship Assessment and revise that level to ensure that it continues to comply with Condition AA9.1(b).

## Assessment strategy requirements

Condition AA4.1 requires an awarding organisation to establish and maintain an assessment strategy for each Apprenticeship Assessment which it makes available or proposes to make available.

Condition AA4.1 requires an awarding organisation to ensure that the assessment strategy for an Apprenticeship Assessment 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 AA4.4 requires an awarding organisation to keep its assessment strategy under review, and to promptly notify Ofqual of any revisions made. An assessment strategy should be treated as a live working document which should be updated as necessary, considering evidence from assessment development, delivery and monitoring so qualifications and assessments continue to be fit for purpose.

Condition AA4.1 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 AA4.1 below.

# General requirements

An assessment strategy for an Apprenticeship Assessment 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, as well as the generation of the related results.

An assessment strategy must clearly set out how the awarding organisation will ensure its Apprenticeship Assessment is fit for purpose. In doing so, the strategy must:

- provide a clear and well-structured explanation of the overall approach
- explain the rationale behind key design and delivery choices, supported by relevant evidence or examples where appropriate
- address how the assessment, as far as possible, secures the requirements of –

(a) Validity,

(b) Reliability,

(c) Comparability,

(d) Manageability, and

(e) Minimising Bias.

An assessment strategy must explain how the awarding organisation will ensure that its approach remains fit for purpose over time. This includes how it will monitor and review its assessment delivery and take account of any emerging issues or feedback from users, such as assessors, providers, or employers. Where appropriate, awarding organisations should reflect on this information to support continuous improvement.

## Assessment strategy structure

It is up to an awarding organisation to decide how to structure its assessment strategy. The assessment strategy is a live document that will be used and updated

throughout the lifetime of the Apprenticeship Assessment. The awarding organisation should structure it in a way that supports this.

In doing this an awarding organisation may, for example, choose to develop separate parts of its assessment strategy that:

- reflect aspects common to all Apprenticeship Assessments in scope
- reflect aspects that are specific to individual Apprenticeship Assessments

If parts are developed separately, it should be made clear in the assessment strategy how they relate to each other and how they will be kept under review, and revised where necessary, in light of the others.

## Detailed requirements

We set out below our detailed requirements on the specific information and evidence, including rationale for decisions, that an awarding organisation must include in its assessment strategy. These detailed requirements indicate the minimum aspects that an assessment strategy must cover.

Within the assessment strategy, awarding organisations should refer, as appropriate, to the proposed or existing assessment materials to exemplify any points made within the document. They should also refer, as appropriate, to existing policies or procedures to support the awarding organisation in demonstrating how it will seek to ensure that the Apprenticeship Assessment meets the requirements in the Conditions in relation to assessments (for example, Centre Assessment Standards Scrutiny (CASS) strategies).

### Section 1: Purpose

This refers to clearly defining the purposes of the Apprenticeship Assessment to support subsequent design decisions.

The specific purposes for the Apprenticeship Assessment set under Condition AA6.

Details of how the Apprenticeship Assessment fulfils those specific purposes and the general purposes set by Ofqual.

Details of any competing purposes, including what trade-offs have been considered, how this was done, the conclusion reached and the rationale for this.

## Section 2: Scheme of Assessment

The purpose of the scheme of assessment is to capture key information about the Apprenticeship Assessment and the design of the assessments within it.

Awarding organisations must include one or more tables in their assessment strategy document including the aspects set out in the table below. Where response options are given in the table below, these should be used by an awarding organisation in its own table where possible. However, awarding organisations may use alternative response options if more appropriate to their design.

### Apprenticeship Assessment overall

Aspect	Response
Pathways/Options	Yes or No
Number of individual assessments	[Enter numerical value]
Proportion of assessment marked by the awarding organisation	[Enter percentage]
Proportion of synoptic assessment	[Enter percentage]
Duration of assessments overall	[Enter numerical value]
Grading scale	[Enter text]

### Individual assessments

Aspect	Response
Assessment method	[Enter text]
What proportion the assessment contributes to the overall grade	[Enter percentage]
Duration of the assessment	[Enter numerical value]

Assessment availability	On demand Set period Set date
Assessment delivery mode, for example, paper based or computer based	[Enter text]
Simulation allowed	Yes or No
Is the assessment mark-based?	Yes or No
Assessment marks	[Enter numerical value]
Does the assessment use a grading scale?	Yes or No
Assessment grading scale	[Enter text]
Grading method	Directly graded by assessors Awarding process* separate to marking

\* The process through which an awarding organisation determines where the pass mark or grade boundaries should be set.

### Section 3: Knowledge and Skills

This refers to the knowledge and skills for the Apprenticeship Assessment. An awarding organisation must show how the approach reflects the Occupational Standard and meets any requirements set out in the Assessment Plan.

Approach to coverage of the knowledge and skills, including:

- how the knowledge and skills set out in the relevant Occupational Standard will be covered overall and in each assessment
- which assessments target which assessment outcomes in the Assessment Plan
- the proportion that each assessment outcome contributes to the Apprenticeship Assessment and the rationale for this
- whether any knowledge and skills will be sampled, how this will be done and the

rationale for this

- approach to coverage of knowledge and skills over time
- how Learners' interests will be protected if there are changes to content
- rationale for any inclusion of content in an assessment that is not in line with the knowledge and skills set out in the relevant Occupational Standard

Details of any optional routes or pathways through the Apprenticeship Assessment, including how comparability between these is ensured.

## **Section 4: Assessment Design**

This refers to all aspects of the structure and features of the assessments. Awarding organisations must show how the approach meets any requirements set out in the Assessment Plan.

### **Synoptic Assessment**

Details of the approach to requiring Learners to use, in an integrated way, an appropriate and substantial proportion of knowledge and skills from the Occupational Standard and a rationale for the approach taken

### **Assessment structure**

Details of how the Apprenticeship Assessment will be structured and a rationale for the approach, including, for example:

- rationale for determining the method/s of assessment (if not prescribed in the Assessment Plan)
- balance between assessment methods
- consideration of Characteristics
- total number of assessments
- total assessment time and individual time for each assessment
- where applicable, the number of marks for each individual assessment
- number of tasks or questions in each assessment, where applicable
- number of sections in each assessment, where applicable (for example, a question paper that has different sections or a practical observation that is subdivided into different tasks)
- what proportion each assessment contributes to the overall Apprenticeship Assessment grade (and how this is calculated)

- what proportion of the Apprenticeship Assessment is marked by the awarding organisation and a rationale for this
- approach in each assessment to targeting the grades in scope

### **Task types and mark schemes, and marking criteria**

For each assessment:

- an explanation of the range and balance of question or task types to be used (for example, multiple-choice, short answer, extended response, practical observation) and how these will support valid assessment of the knowledge and skills
- approach to the creation of mark schemes or marking criteria, including for different question or task types, and an explanation of how resulting mark schemes or marking criteria will support reliable application by Assessors
- an example of tasks and associated mark schemes or marking criteria, representing the range to be used in assessments, with commentaries explaining the approaches
- the principles and controls that are used to ensure the reliability of judgements made against the mark schemes or marking criteria

Where the same assessments are used over time (including where the assessments are marked by Centres and where the same assessments are available on demand) an explanation of how predictability and risks relating to malpractice are managed.

### **Question and task Validity**

Details of the steps taken to ensure that assessment tasks elicit the assessment evidence intended. For example:

- that each task elicits its intended assessment outcomes
- that Learners understand what each task is asking them to do
- that bias and other factors irrelevant to the knowledge and skills being targeted are minimised
- that Learners have sufficient time to complete tasks

### **Controls**

An awarding organisation must fully consider and specify controls to ensure assessments are Valid, Reliable and appropriate for the Apprenticeship Assessment's purposes.

The principles that determine which level of control is applied for each assessment.

Details of how evidence generated by Learners is Authenticated.

Details of the controls that are specified, as well as the rationale for these, including whether:

- Learners will have access to any assessment materials before the assessment is taken
- assessments are to be completed within specified time limits
- Learners are permitted to ask for support
- Learners are permitted to access resources and, if so, the nature of these
- Learners are supervised
- collaboration between Learners is permitted or required

### **Generating outcomes at an assessment level**

The approach to generating outcomes for individual assessments, such as whether numerical marks or grading criteria are used.

Whether results for a given assessment are based on a Learner's overall attainment within it, or there is a requirement for some or all aspects of the assessment to be attained individually.

### **Section 5: Employer engagement**

Details of how employers have been engaged when designing and reviewing the Apprenticeship Assessment.

### **Section 6: Setting Assessments**

This refers to all aspects of how assessments are set by awarding organisations.

### **Developing assessment materials**

Process for developing assessment materials, including different stages and personnel involved, how evidence regarding performance and reliability of previous assessments is used, and any differences by assessment type.

The approach to training individuals who will be responsible for setting assessments,

including ensuring security, identifying and monitoring Conflicts of Interest and taking all reasonable steps to ensure that a Conflict of Interest has no Adverse Effect, and where that is not possible taking all reasonable steps to mitigate the Adverse Effect.

Details of the approach where Centre adaptation of tasks or assessments is permitted, and the rationale for this, including:

- the extent to which Centres will be permitted, or required, to adapt tasks set by the awarding organisation
- measures that are in place to support Centres in making acceptable and effective adaptations where appropriate
- monitoring that is in place to ensure that the awarding organisation has visibility of any modifications and their appropriateness

Approach to the provision of guidance and training to Centres around Centre-adapted, and Centre-marked assessments

Where assessments may be adapted by Centres, details of how the awarding organisation will comply with Equalities Law.

## **Section 7: Assessment delivery**

This refers to the modes of assessment and the availability of assessments.

Approach to delivery of assessments, including:

- number of each assessment that will be available (for example, the number of live assessment papers available at any one time)
- mode of assessment delivery (for example, online and/or paper-based)
- nature of opportunities (for example, on-demand or sessional)
- period for which assessments will be available
- approach to Learners retaking an assessment
- how often assessments will be refreshed
- when and/or under what circumstances assessments will be retired

Approach to the provision of guidance and training to Centres around delivery of assessments.

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:

- ensuring comparability of its assessments for the Apprenticeship Assessment
- minimising predictability of assessments
- ensuring security of assessments

## **Section 8: Marking assessments**

This refers to the approach taken to the marking of all assessments.

### **Marking process**

How the assessments will generate reliable evidence in line with the grading scale.

Explanation of how marking processes will operate, including:

- any variation between specific assessments
- any flexibility in how assessments are marked, for example, whether a given assessment can be marked by the awarding organisation or by a Centre

### **Directly graded assessment**

How it is ensured that assessment criteria set clear and appropriate requirements to achieve each grade, reflecting the relevant knowledge and skills and aligning with the performance descriptors in the Assessment Plan.

How it is ensured that Assessors are applying the assessment criteria accurately and consistently.

How assessor judgements or decisions are monitored and remedial action taken where needed.

### **Assessor standardisation**

Details of the characteristics of reliable Assessors (for example the knowledge, skills and experience that they will need).

Details of steps that are or will be taken to recruit such Assessors. The approach taken to training and standardising Assessors, including details of standardisation procedures and any wider training.

Processes in place to monitor accuracy and consistency of marking and issuing of results, and to take remedial action where necessary.

## **Centre marking and/or assessing**

Where Centre marking is permitted, details of the approach to CASS, and the rationale for this approach, in terms of Validity and Manageability of the assessment.

An explanation of how any risks will be managed, for example in relation to authenticity of the evidence generated by Learners' and accuracy of Centres' marking, to ensure that Centre marking is as robust as marking by the awarding organisation.

## **Section 9: Grading and standard setting**

This refers to:

- the grading scale that will be used - awarding organisations must show how the approach meets any requirements set out in the Assessment Plan
- the processes for setting and maintaining standards, and the types of evidence that are used

## **Grading**

Details of the grading scale for the Apprenticeship Assessment, and how these align with the performance descriptor for each grade set out in the Assessment Plan.

Details of the characteristics that would indicate a minimum competence standard and how this aligns with the Pass performance descriptor in the Assessment Plan.

Where there are different grades, details of:

- the characteristics that differentiate Learners who have demonstrated different levels of attainment and how this aligns with the performance descriptors in the Assessment Plan
- the steps that have been taken to ensure that there is sufficient difference between adjacent levels of attainment (for example, that a Pass is sufficiently different to a Distinction)

## **Standard setting process**

Details of the approach to setting and maintaining grading standards within the Apprenticeship Assessment, including:

- how grades are determined (for example up-front by individual Assessors and applied at the point of assessment, or through an awarding process separate to marking)

## **Mark-based assessment**

What the awarding process is and what evidence is used.

An explanation of how the decisions from the standard setting process are approved within the awarding organisation and the personnel roles involved in this.

Approach to ensuring decisions in relation to standard setting are based on an appropriate range of qualitative and quantitative evidence.

Details of the range of qualitative and quantitative evidence used to inform decisions, the weight given to different evidence, and the rationale for this.

How the approach to the use of evidence will be kept under review.

Approach to ensuring decisions in relation to standard setting promote comparability, over time and between Centres, and are kept under review.

## **Overall**

The process for determining the overall Apprenticeship Assessment grade.

Where appropriate, details around the aggregation of marks and/or grades, and a rationale for this.

Details of how comparability between different versions of assessments and different modes of assessment (for example, online versus 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.

# **Assessment requirements**

Condition AA5.1 allows us to specify requirements and guidance in relation to Apprenticeship Assessments.

We set out our requirements for the purposes of Condition AA5.1 below.

## Setting the Assessment

An awarding organisation must set all assessments for an Apprenticeship Assessment.

An awarding organisation may permit a Centre to adapt questions or tasks. Such adaptations must relate only to the context presented by that question or task, such as to reflect the facilities or equipment available.

Where an awarding organisation permits a Centre to adapt questions or tasks, it must ensure that the adaptations do not adversely impact the Validity or Reliability of the assessment or change –

- the knowledge and skills being assessed,
- the Level of Demand of the assessment, or
- any specified conditions set out in the Assessment Plan.

An awarding organisation must explain its approach to setting assessments and adaptation in its Assessment Strategy.

## Synoptic Assessment

An awarding organisation must ensure that assessments for Apprenticeship Assessment include synoptic assessment.

In relation to Apprenticeship Assessments, synoptic assessment means assessment in which a Learner is given the opportunity to use, in an integrated way, an appropriate and substantial proportion of knowledge and skills from the Occupational Standard in order to demonstrate occupational competence at the appropriate level

For the purposes of that definition –

- ‘integrated’ means that the assessment gives the Learner the opportunity to combine knowledge and skills as set out in the Occupational Standard in a coherent way, so that the Learner can demonstrate occupational competence at the appropriate level, rather than demonstrating them individually in isolation,

- ‘appropriate’ means that the assessment gives the Learner the opportunity to apply, and, where relevant, select knowledge and skills relevant to the question or task so that the Learner is able to demonstrate occupational competence at the appropriate level, and
- ‘substantial’ means that the assessment gives the Learner the opportunity to apply knowledge and skills that represent enough of the Occupational Standard to demonstrate occupational competence at the appropriate level.

## **Marking of Assessments**

An awarding organisation must ensure that some or all of the evidence generated by a Learner in the assessments for an Apprenticeship Assessment is marked by the awarding organisation or a person connected to the awarding organisation.

Any remaining evidence generated by a Learner may be marked by a Centre.

In deciding the appropriate arrangements for marking, an awarding organisation must have regard to any relevant requirements specified in the Assessment Plan to ensure that any risks to the reliability of assessment and any other relevant sector considerations identified by employers are addressed.

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
- (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.

## **Qualification Purposes for Apprenticeship Assessments**

Condition AA6.2(a) allows us to specify requirements in relation to the general purposes which an Apprenticeship Assessment must meet, as well as how the qualification’s general and specific purposes must be balanced.

We set out our requirements for the purposes of Condition AA6.2(a) below.

## General Purposes

An awarding organisation must ensure that each Apprenticeship Assessment which it makes available, or proposes to make available, meets the following general purposes –

**Purpose A** - Enabling the Learner to acquire the knowledge and skills specified in the Occupational Standard, so that they can demonstrate occupational competence, at the appropriate level, in different but comparable contexts to those in which the knowledge and skills were acquired (for example, with a different employer)

**Purpose B** - Providing employers with reliable evidence of a Learner's attainment against the relevant knowledge and skills so that they can have confidence that the Learner has reached the expected performance standard and use the evidence to make employment decisions

**Purpose C** - Building the Learner's confidence in the workplace

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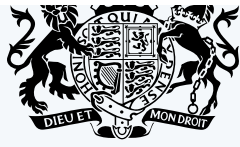
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