Regulation

Guidance in relation to the assessment objectives for V Levels in accounting and finance

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Applies to England

Contents

Condition VL(Accounting and Finance)1.3 allows us to specify guidance in relation to the assessment objectives for V Levels in accounting and finance.

We set out our guidance for the purposes of Condition VL(Accounting and Finance)1.3 below.

The guidance set out below explains how we expect awarding organisations to interpret the assessment objectives in terms of:

- the ‘elements’ within each assessment objective, that is the discrete aspects that questions/tasks could target and/or seek to credit – our expectation is that each and every question/task should target or seek to credit at least one of the elements, and may target or seek to credit multiple elements across one or more assessment objectives
- the coverage expectations, such as in relation to the different elements within each assessment objective and how those elements should be sampled over time
- the key areas of emphasis in each assessment objective and the particular meaning for the subject of any key terms and phrases used – defined terms are shown in bold text, followed by their definitions

AO1 – Demonstrate knowledge and understanding of concepts and principles, requirements and approaches relevant to the subject area (25-30%)

Elements	Coverage of elements	Interpretations and definitions
1. Demonstrate knowledge and understanding of concepts and principles **2. Demonstrate knowledge and understanding**	Full coverage in each set of assessments[footnote 1] (but not in every assessment). A reasonable balance between the elements within this assessment objective. No more than 10%	The focus of this assessment objective is demonstrating knowledge and understanding of what has been taught directly and specifically from the specification. Where AO1 is assessed through a non-exam assessment, it would typically be assessed in conjunction with AO2 and/or AO3, and the conditions under which the assessment is taken must be taken into account.

of requirements **3. Demonstrate knowledge and understanding of approaches**	of the total marks for the qualification should reward demonstrating knowledge in isolation.[footnote 2] A reasonable balance between marks for knowledge and marks for understanding.	**Knowledge** refers to facts, concepts, principles, requirements and other information from the specification. This includes, for example, identifying or stating information, definitions, features and rules. **Understanding** refers to showing awareness of the meaning, purpose or implications of knowledge, such as by explaining, describing relationships and giving reasons. This includes why something is used, how it works, and what follows from given information. **Concepts and principles, requirements and approaches** are aspects of subject content. An awarding organisation should explain its approach to targeting them in its assessment strategy. **Concepts** refers to the foundational ideas that underpin financial and accounting information. **Principles** refer to the rules and values guiding the preparation and responsible use of financial information. **Requirements** refer to the expectations that shape how financial information is generated, structured and presented within organisations. **Approaches** refer to established methods or ways of working used within the subject area.

AO2 – Apply knowledge and understanding of concepts, principles, requirements and approaches and to plan, carry out tasks, produce outputs, and use information appropriately (40-45%)

Elements	Coverage of elements	Interpretations and definitions
1. Apply knowledge and understanding of concepts, principles, requirements and approaches **2. Apply knowledge and understanding to plan** **3. Apply knowledge and understanding to carry out tasks** **4. Apply knowledge and understanding to produce outputs**	Full coverage in each set of assessments (but not in every assessment). A reasonable balance between the elements within this assessment objective.	The focus of this assessment objective is on Learners applying their knowledge and understanding to provide meaning or explanation – for instance, to connect theory with particular contexts, stimuli or materials. This application should relate principally to: • novel situations that are not clearly indicated in the specification; • developing further material that is covered in the specification; • making links between such types of material, which are not signalled in the specification. • Application of knowledge should also involve determining how to make sense of connections and linkages within data, information and detail – although not to the extent of drawing conclusions or making judgements. **Plan** refers to identifying the purpose and requirements of an applied task and determining the steps, information and tools needed before acting. **Carry out tasks** refers to performing applied activities within structured organisational

	scenarios.
5. Apply knowledge and understanding to use information appropriately	**Produce outputs** refers to generating artefacts from applied activity and presenting outputs in a clear and appropriate format. **Use information appropriately** refers to selecting, handling and presenting accounting and financial information accurately and consistently, in line with task requirements and organisational context, including the correct use of calculations, formats and terminology.

AO3 – Analyse and evaluate information, situations and evidence to make judgements, draw conclusions and make recommendations (25-30%)

Elements	Coverage of elements	Interpretations and definitions
1. Analyse and evaluate information, situations and evidence to make judgements **2. Analyse and evaluate information, situations and evidence to draw conclusions** **3. Analyse and**	Full coverage in each set of assessments (but not in every assessment). A reasonable balance between the elements within this assessment objective.	**Information** refers to financial, accounting and business data or facts. **Situations** refer to organisational or financial circumstances, scenarios or contexts. **Evidence** refers to information that can be used to support analysis and evaluation. **Make judgements** refers to forming evidence-based views on organisational performance, position or options, based on analysis of structured financial information and relevant context.

evaluate information, situations and evidence to make recommendations	**Draw conclusions** refers to synthesising structured financial information to conclude what the financial evidence shows about an organisation's performance, position or financial options. **Make recommendations** refers to proposing justified actions or options informed by analysis and evaluation of structured financial information, taking account of organisational objectives, constraints, risks or assumptions.

1. For the purposes of this guidance, a 'set of assessments' means the assessments to be taken by a particular Learner for a V Level in accounting and finance. For clarity, the assessments taken by Learners may vary, depending on any possible routes through the qualification. ↩
2. Marks which 'reward demonstrating knowledge in isolation' means any mark awarded solely for recalling facts or other knowledge that is part of the specification. It does not include marks awarded for selecting appropriate knowledge (for example, to evidence an argument), or for applying knowledge to a particular context. ↩

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