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Open consultation

Part C: Conditions and requirements

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Note: Additions and amendments to the existing conditions are highlighted in bold text.

Condition TL1: Interpretation and Definitions

TL1.1

The rules of interpretation and definitions outlined in General Condition J1 shall apply to the Qualification Level Conditions **and Subject Level Conditions for T Levels**.

TL1.2

Except in the circumstances described in Condition TL1.3, the requirements imposed by the Qualification Level Conditions **and Subject Level Conditions for T Levels** apply in addition to the requirements imposed by the General Conditions of Recognition.

TL1.3

To the extent that there is any inconsistency between –

(a) a requirement of a T Level Qualification Level Condition **or a T Level Subject 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 T Level Qualification Level Condition or the T Level Subject Level Condition,

(b) in all other cases –

(i) **a requirement of a T Level Subject Level Condition** and a requirement of either a T Level Qualification Level Condition or 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 **T Level Subject Level Condition** and is not obliged to comply with the requirement of the other Condition, or

(ii) a requirement of a T Level 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 T Level Qualification Level Condition and is not obliged to comply with the requirement of the General Condition of Recognition.

TL1.4

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

Administrative Error
An error in the marking of an assessment which is either –

(a) a failure to mark a task forming part of the assessment, or

(b) a failure to correctly calculate the total mark for the assessment from the marks which were awarded by the Assessor for the tasks forming part of the assessment.

Administrative Error Review
A review to determine whether the marking recorded in Marked Assessment Material contains an Administrative Error

Assessment by Examination
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).

Core Assessment
Assessment of the core knowledge, understanding and skills which underpin all of the occupations covered by the relevant T Level.

Industry Placement
The additional steps towards occupational competence determined by the Secretary of State, or an organisation on their behalf, under section A2D4 of the Act.

Marked Assessment Material
In relation to an assessment for a T Level taken by a Learner, other than an assessment where evidence generated by a Learner is marked by a Centre, material comprising –

(a) a copy of any evidence generated by the Learner in the assessment which is held by the awarding organisation or, where evidence generated by the Learner in the assessment is not held or cannot readily be copied, a representation of the evidence in another form,

(b) a copy of the record of the awarding of marks made by the Assessor when the evidence generated by the Learner was marked, and

(c) a copy of any comments which the Assessor recorded during the marking of the evidence generated by the Learner.

Marking Error
The awarding of a mark which could not reasonably have been awarded given the evidence generated by the Learner, the criteria against which Learners' performance is differentiated and any procedures of the awarding organisation in relation to marking, including in particular where the awarding of a mark is based on –

(a) an Administrative Error,

(b) a failure to apply such criteria and procedures to the evidence generated by the Learner where that failure did not involve the exercise of academic judgment, or

(c) an unreasonable exercise of academic judgment.

Moderation Error
A Moderation outcome which could not reasonably have been arrived at given the evidence generated by Learners which was considered for the purpose of Moderation, the Centre's marking of that evidence, the criteria against which Learners' performance is differentiated and any procedure of the awarding organisation in relation to Moderation, including in particular where the outcome of Moderation is based on –

(a) an Administrative Error,

(b) a failure to apply such criteria and procedures to the evidence generated by Learners, where that failure did not involve the exercise of academic judgment, or

(c) an unreasonable exercise of academic judgment.

Non-exam Assessment
An assessment which is not an Assessment by Examination.

Occupational Specialism
Assessment of the specific knowledge, skills and behaviours relevant to one or more of the occupations covered by the relevant T Level.

Relevant Centre
In relation to a Learner, a Centre which –

(a) has purchased the T Level (on behalf of the Learner)

(b) materially contributed to the preparation of the Learner for the assessment (whether through teaching or instruction provided by Teachers employed by it or otherwise), and

(c) has delivered the assessment to the Learner.

Review and Appeal Arrangements
In relation to a T Level, the arrangements which an awarding organisation is required to establish, maintain and comply with in accordance with –

(a) Condition TL16 (Review of Moderation),

(b) Condition TL17 (Making Marked Assessment Materials available to Learners),

(c) Condition TL18 (Administrative Error Review),

(d) Condition TL19 (Review of marking of Marked Assessment Material),

(e) Condition TL20 (Review of T Level results), and

(f) Condition TL21 (Appeals process for T Levels).

Statement of Achievement
A form of certificate issued in the circumstances set out in the Certificate Requirements for T Levels published under Conditions I3.1 and TL27.1.

T Level
A qualification in relation to which a certificate can be issued under Section A3A of the Act. It comprises the Core Assessments, Occupational Specialism and an Industry Placement.

T Level Subject Level Condition
A Condition of Recognition that applies to a T Level in a specific subject only and which uses the numbering format 'TL(x)n.n', where 'x' denotes a particular subject and 'n' denotes a number.

Condition TL2: Disapplication of certain General Conditions of Recognition

applying to T Levels

TL2.1

In respect of each T Level which an awarding organisation makes available, or proposes to make available, the following General Conditions of Recognition do not apply –

(a) Condition E1,

(b) Condition E7, and

(c) Condition I1.

Condition TL3: Content

TL3.1

In respect of each T Level which it makes available, or proposes to make available, an awarding organisation must –

(a) comply with the requirements relating to that qualification set out in the relevant document published by the Secretary of State specified in the list published by Ofqual and revised from time to time,

(b) have regard to any recommendations or guidelines relating to that qualification set out in that document, and

(c) interpret that document in accordance with any requirements, and having regard to any guidance, which may be published by Ofqual and revised from time to time.

TL3.2

An awarding organisation may expand upon the content set out in the document referred to in Condition TL3.1(a) so long as –

(a) no content set out in that document is removed, and

(b) any such elaboration does not cause any change to the number of hours of Guided Learning to be assigned to the qualification.

Condition TL4: Assessment objectives

TL4.1

In respect of each Core Assessment and Occupational Specialism for a T Level which it makes available, or proposes to make available, an awarding organisation must comply with any requirements, and have regard to any guidance, relating to the objectives to be met by any assessment for that qualification which may be published by Ofqual and revised from time to time.

Condition TL5: Assessment strategies

TL5.1

In respect of each T Level 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.

TL5.2

In particular, an awarding organisation must ensure that the assessment strategy for a T Level 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.

TL5.3

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

TL5.4

An awarding organisation must –

(a) keep under review its assessment strategy for a T Level, and revise it where necessary, so as to satisfy itself that the assessment strategy meets at all times the requirements of Conditions TL5.1 and TL5.2,

(b) review that assessment strategy 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, and

(c) promptly notify Ofqual of any revisions made by it to that assessment strategy.

TL5.5

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 a T Level 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 TL6: Qualification titling

TL6.1

In respect of each T Level which it makes available, or proposes to make available, without prejudice to the requirements of Condition E2, an awarding organisation must ensure that the title of that qualification on the Register complies with any requirements which may be published by the Secretary of State, or an organisation on their behalf, and revised from time to time.

TL6.2

For the purposes of complying with Condition E2.1(d), an awarding organisation must ensure that the concise indication of the content of the qualification given in the qualification title corresponds with the title of the relevant document referred to in Condition TL3.1(a).

Condition TL7: Total Qualification Time

TL7.1

An awarding organisation must assign to each T Level which it makes available or proposes to make available a number of hours for –

(a) Total Qualification Time, and

(b) Guided Learning.

TL7.2

In respect of any element of Total Qualification Time (including Guided Learning) for a T Level, where the Secretary of State, or an organisation on their behalf, specifies –

(a) a range of hours, an awarding organisation must assign a number of hours within that range by applying, as far as possible, the TQT Criteria, or

(b) a number of hours, an awarding organisation must assign the same number of hours.

TL7.3

In respect of those elements of Total Qualification Time (including Guided Learning) for which the Secretary of State, or an organisation on their behalf, has not set a range or number of hours, an awarding organisation must assign a number of hours by –

(a) having regard to any guidance in that regard published by the Secretary of State, or an organisation on their behalf, and

(b) applying the TQT Criteria, as far as possible.

TL7.4

An awarding organisation must –

(a) keep under review the number of hours it has assigned to each T Level for each of Total Qualification Time and Guided Learning,

(b) in particular, review the numbers of hours assigned following any revision –

(i) by the Secretary of State, or an organisation on their behalf, to the range, or number, of hours it has set for any element of Total Qualification Time (including Guided Learning),

(ii) by the Secretary of State, or an organisation on their behalf, to any guidance in that regard that it has published, and

(iii) by Ofqual to the TQT Criteria, and

(c) revise the number of hours that the awarding organisation has assigned, if appropriate.

TL7.5

Following any review by Ofqual of the number of hours assigned to a qualification in respect of Total Qualification Time or Guided Learning, an awarding organisation must revise that number in any manner required by Ofqual.

Interpretation: TL7.6

For the purposes of this Condition, references to a ‘qualification’ are references to the qualification as a whole and not to individual units.

Condition TL8: Assessment

TL8.1

An awarding organisation must ensure that in respect of each Core Assessment and Occupational Specialism for a T Level 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 TL9: Industry Placement

TL9.1

In respect of each assessment cycle for the Core Assessment and Occupational Specialism for a T Level which it makes available, an awarding organisation must –

(a) require each Centre to provide an Industry Placement statement to the awarding organisation in respect of each Learner to whom that Centre has delivered the assessments to be taken in the relevant assessment cycle for the Core Assessment and Occupational Specialism,

(b) take reasonable steps to confirm that Centres hold sufficient evidence to support the Industry Placement statements they provide, and

(c) treat any failure by a Centre to provide an Industry Placement statement to the awarding organisation in a timely manner as malpractice and/or maladministration (under Condition A8).

TL9.2

An awarding organisation must ensure that in respect of each Industry Placement for a T Level which it makes available, it complies with any requirements, and has regard to any guidance, which may be published by Ofqual and revised from time to time.

TL9.3

For the purposes of this condition, an 'Industry Placement statement' is a true and accurate written statement made by a Centre to an awarding organisation which confirms –

(a) that the Centre has secured that the Learner to which the statement relates has completed an Industry Placement in line with any requirements or guidance published by the Secretary of State, or an organisation on their behalf, and revised from time to time, and

(b) the number of hours completed by that Learner during that Industry Placement.

Condition TL10: Recognition of prior learning

TL10.1

In respect of the content for the core specified for each T Level that it makes available, or proposes to make available, an awarding organisation must establish, maintain, and comply with a policy for the recognition of prior learning where appropriate.

TL10.2

For the purposes of this condition –

(a) ‘content for the core’ means the content identified as such in the document referred to in Condition TL3.1(a) as expanded by the awarding organisation in its specification for the qualification, and

(b) ‘recognition of prior learning’ has the same meaning as in Condition E10.2.

Condition TL11: Standard setting

TL11.1

An awarding organisation must ensure that the specification for each T Level which it makes available, or proposes to make available, sets out specified levels of attainment which comply with any requirements which may be published by Ofqual and revised from time to time.

TL11.2

In respect of each T Level 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.

TL11.3

In particular, in respect of each Core Assessment and Occupational Specialism for a T Level 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 –

(a) the promotion of consistency between the measurement of Learners' levels of attainment in that qualification and similar qualifications made available by the awarding organisation and other awarding organisations, and

(b) the setting of specified levels of attainment.

TL11.4

In setting the specified levels of attainment for a T Level which it makes available, an awarding organisation must have regard to an appropriate range of qualitative and quantitative evidence.

TL11.5

In respect of each T Level which it makes available, the range of evidence to which an awarding organisation has regard for the purposes of Condition TL11.4 will only be appropriate if it includes evidence of –

(a) the Level of Demand of the Core Assessments and Occupational Specialism,

(b) the level of attainment demonstrated in those assessments by an appropriately representative sample of Learners taking the Core Assessments and Occupational Specialism,

(c) employers' expectations of the knowledge, skills and understanding necessary for Learners to reach the specified levels of attainment,

(d) the level of attainment demonstrated by Learners taking the Core Assessments and Occupational Specialism in a –

(i) prior assessment (which was not for that qualification), whether or not that assessment was for a regulated qualification, or

(ii) prior qualification, whether or not that qualification was a regulated qualification,

(e) following the first year in which the T Level is awarded, the level of attainment demonstrated by Learners who have previously been awarded the qualification, and

(f) where a different awarding organisation has previously made the qualification available, the specified levels of attainment set by that awarding organisation for the qualification.

TL11.6

An awarding organisation must maintain a record of –

(a) the evidence to which it has had regard in setting the specified levels of attainment for each T Level which it makes available, and

(b) its rationale for the selection of and weight given to that evidence.

Condition TL12: Marking arrangements

TL12.1

In respect of each Core Assessment and Occupational Specialism for a T Level which it makes available, an awarding organisation must ensure that the arrangements which are in place in accordance with General Condition H1.1 provide that, in respect of an assessment other than an assessment marked by a Centre –

(a) all marking will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the marking,

(b) prior to carrying out any marking, each Assessor shall be provided with training,

(c) the awarding organisation shall monitor whether or not the criteria against which the Learners' performance is differentiated are being understood and applied accurately and consistently by Assessors,

(d) where the awarding organisation learns, through its monitoring or otherwise, that an Assessor is failing to accurately or consistently apply those criteria, it shall take all reasonable steps to –

(i) correct or, where it cannot be corrected, mitigate as far as possible the effect

of the failure, and

(ii) ensure that the failure does not recur,

TL12.2

Where an assessment is marked by a Centre, an awarding organisation must ensure that those arrangements provide for training to be made available to that Centre prior to that marking.

TL12.3

In respect of each Core Assessment and Occupational Specialism, an awarding organisation must ensure that the monitoring which is carried out in accordance with General Condition C1.1(b) includes monitoring of whether or not Assessors are marking in a manner which is compliant with the awarding organisation's Conditions of Recognition.

Condition TL13: Moderation arrangements

TL13.1

In respect of each Core Assessment and Occupational Specialism involving Moderation for a T Level which it makes available, an awarding organisation must ensure that the arrangements which are in place in accordance with General Condition H2.1 provide that –

(a) all Moderation will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the Moderation,

(b) a person who was previously involved in a Centre's marking of an assessment

must not be involved in Moderation in respect of that marking,

(c) prior to carrying out any Moderation, each person tasked with carrying out such Moderation shall be provided with training,

(d) prior to carrying out any Moderation, a person tasked with carrying out such Moderation shall be provided with a copy of –

(i) any evidence generated by Learners which is to be considered for the purpose of Moderation or, where such evidence is not held or cannot readily be copied, a representation of the evidence in another form,

(ii) the record of the awarding of marks made by Assessors when that evidence was marked,

(iii) any comments which Assessors recorded during the marking of that evidence, and

(iv) the criteria against which Learners' performance is differentiated,

(e) the awarding organisation shall monitor whether or not the persons who are carrying out Moderation are –

(i) doing so in a manner which is compliant with General Condition H2, and

(ii) making determinations which are consistent over time and consistent with determinations made by each other,

(f) where the awarding organisation learns, through its monitoring or otherwise, that Moderation has not been carried out in a manner which is compliant with General Condition H2, or has been carried out inconsistently, it shall take all reasonable steps to –

(i) correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure, and

(ii) ensure that the failure does not recur.

TL13.2

In respect of each Core Assessment and Occupational Specialism for a T Level involving Moderation, an awarding organisation must ensure that the monitoring which is carried out in accordance with General Condition C1.1(b) includes monitoring of whether or not persons carrying out Moderation are doing so in a manner which is compliant with the awarding organisation's Conditions of

Recognition.

Condition TL14: Review of marking of Centre-marked assessments

TL14.1

In respect of each Core Assessment and Occupational Specialism for a T Level which it makes available or proposes to make available, where an assessment is marked by a Centre, an awarding organisation must –

(a) ensure that the agreement which is required to be in place between it and the Centre in accordance with General Condition C2.2 includes the provisions required by this condition, and

(b) take all reasonable steps to ensure that the Centre complies with those provisions.

TL14.2

For the purposes of this condition, the agreement must include provisions which require the Centre to –

(a) establish, maintain and comply with arrangements for any Learner to request a review of the Centre's marking of an assessment in respect of that Learner and for such a review to be carried out,

(b) issue to each Learner the results for each assessment taken by that Learner which has been marked by the Centre, so as to allow a reasonable time period for the Learner to consider whether to request a review of the Centre's marking of that assessment,

(c) inform Learners that they may request copies of materials to assist them in considering whether to request a review of the Centre's marking of the assessment,

(d) on such a request from a Learner, promptly make available to the Learner copies of any materials which the Learner may reasonably require to consider whether to request a review of the Centre's marking of the assessment,

(e) ensure that the arrangements in place for the review of the Centre's marking provide that all such reviews will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the review being carried out,

(f) ensure that an Assessor who was previously involved in the Centre's marking of an assessment in respect of a Learner is not involved in a review of marking in respect of that assessment,

(g) ensure that the arrangements in place for the review of the Centre's marking of an assessment require the Assessor carrying out the review to consider the Centre's marking of that assessment together with its marking of the same assessment as taken by other Learners in the same assessment series and to notify the Centre where either –

(i) the marking of the assessment under review is inconsistent with the Centre's marking of those other assessments, or

(ii) its marking is inconsistent across all of the assessments considered,

(h) where it has been notified of an inconsistency under Condition TL14.2(g) –

(i) correct the effect of that inconsistency where it agrees that it exists, or

(ii) where it does not agree that the inconsistency exists, at the same time that it provides marks for the assessment to the awarding organisation for Moderation, notify the awarding organisation of the Assessor's finding and the reasons why the Centre does not agree with it,

(i) ensure that the arrangements in place for the review of the Centre's marking of an assessment require the Learner to be notified promptly of the outcome of the review, of the reasons for the outcome which has been determined and of any change in mark,

(j) ensure that the arrangements in place for the Learner to request a review of the Centre's marking of an assessment require any such review to be completed so as to meet the awarding organisation's requirements in relation to the time by which marks for the assessment and materials in respect of the assessment must be provided to it to enable it to undertake Moderation, and

(k) notify Learners and the awarding organisation of how they may obtain a statement

of the arrangements in place for the Learner to request a review of the Centre's marking and provide such a statement promptly when requested.

TL14.3

In respect of each Core Assessment and Occupational Specialism for a T Level which it makes available or proposes to make available where an assessment is marked by a Centre, an awarding organisation must notify Centres (sufficiently far in advance to satisfy their reasonable planning requirements) of its requirements in relation to the time by which marks for the assessment and materials in respect of the assessment must be provided to it to enable it to undertake Moderation.

Condition TL15: Notification of Moderation outcome

TL15.1

In respect of each Core Assessment and Occupational Specialism for a T Level which it makes available where an assessment is marked by a Centre, an awarding organisation must notify the Centre of the outcome of Moderation so as to allow a reasonable time period for the Centre to consider whether to request a review of Moderation, taking into account any date by which the awarding organisation requires such a request to be received.

TL15.2

The notification which an awarding organisation provides for the purposes of Condition TL15.1 must specify the reasons for the outcome of Moderation.

Condition TL16: Review of Moderation

TL16.1

In respect of each Core Assessment and Occupational Specialism for a T Level which it makes available an awarding organisation must establish, maintain and comply with arrangements to carry out, on request from a Centre, a review of any Moderation by the awarding organisation of that Centre's marking of an assessment.

TL16.2

The arrangements may –

(a) provide that the awarding organisation shall only carry out a review of Moderation on payment of a fee,

(b) specify other reasonable requirements for the making of a request for a review of Moderation, and

(c) specify a date by which a review of Moderation must be requested.

TL16.3

Where the arrangements specify a date by which a review of Moderation must be requested, the date must –

(a) be reasonable, taking into account –

(i) the date by which a Centre may be notified of the outcome of Moderation in accordance with the awarding organisation's arrangements, and

(ii) the purpose of the T Level, and

(b) comply with any requirements which may be published by Ofqual and revised

from time to time.

TL16.4

The arrangements must provide that, on carrying out a review of Moderation –

(a) where the awarding organisation determines that the Moderation did not include any Moderation Error, it shall not change the outcome of Moderation,

(b) where the awarding organisation determines that the Moderation included a Moderation Error, it shall change the outcome of the Moderation only to the extent necessary to correct the effect of that error, and

(c) the awarding organisation shall document the reasons for any determination and for any change to the outcome of Moderation.

TL16.5

The arrangements must provide that –

(a) all reviews of Moderation will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the review being carried out,

(b) a person who was previously involved in the Centre's marking of an assessment, or in Moderation in respect of that marking, must not be involved in a review of Moderation in respect of that marking,

(c) prior to carrying out any review of Moderation, each person tasked with carrying out such a review shall be provided with training on how to do so in accordance with this condition,

(d) prior to carrying out a review of Moderation, a person tasked with carrying out such a review shall be provided with –

(i) a copy of any evidence generated by Learners (or any representation of such evidence) which was considered for the purpose of the Moderation,

(ii) a copy of the record of the awarding of marks made by Assessors when that

evidence was marked,

(iii) a copy of any comments which Assessors recorded during the marking of that evidence,

(iv) a copy of the criteria against which Learners' performance is differentiated, and

(v) the outcome of Moderation, including any changes made to the Centre's marking, and the reasons for that outcome,

(e) the awarding organisation shall monitor whether or not the persons carrying out reviews of Moderation –

(i) are doing so in accordance with this condition, and

(ii) are making determinations which are consistent over time and consistent with determinations made by each other,

(f) where the awarding organisation learns, through its monitoring or otherwise, that a review of Moderation has not been carried out in accordance with this condition, or has been carried out inconsistently, it shall take all reasonable steps to –

(i) correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure, and

(ii) ensure that the failure does not recur,

(g) the awarding organisation reports to the Centre both the outcome of the review of Moderation and, either together with that outcome or later, the reasons documented when the review of Moderation was carried out, and

(h) where, on carrying out a review of Moderation, the awarding organisation discovers what it considers to be a Marking Error in the marking of an assessment, the awarding organisation includes details of the Marking Error in its report to the Centre on the outcome of the review of Moderation.

TL16.6

The arrangements must, following the awarding organisation's notification of the outcome of the review of Moderation, provide for –

(a) marks and (where appropriate) results to be updated promptly to take into account any change in the outcome of Moderation,

(b) marks and (where appropriate) results to be updated promptly to correct the effect of any Marking Error notified to the Centre in accordance with this condition, and

(c) reasonable steps to be taken to identify any other assessment, in relation to which there has been a similar error and to update marks and (where appropriate) results promptly to correct the effect of any error which is identified.

Application: TL16.7

Until such date as is specified in, or determined under, any notice in writing published by Ofqual under this paragraph, Condition TL16.6 shall be replaced with 'The arrangements must, following the awarding organisation's notification of the outcome of the review of Moderation, provide for –

(a) marks and (where appropriate) results to be updated promptly to take into account any change in the outcome of Moderation,

(b) marks and (where appropriate) results to be updated promptly to correct the effect of any Marking Error notified to the Centre in accordance with this condition, and

(c) reasonable steps to be taken to identify any other assessment, in relation to which there has been a similar error and to update marks and (where appropriate) results promptly to correct the effect of any error which is identified,

provided that a Learner's result shall not be updated so as to lower that result'.

TL16.8

Any such notice published by Ofqual may be –

(a) issued in respect of one or more T Levels, and (b) varied or withdrawn by Ofqual at any time prior to the date specified in or determined under it.

Condition TL17: Making Marked Assessment Materials available to Learners

TL17.1

In respect of each Core Assessment and Occupational Specialism for a T Level which it makes available, an awarding organisation must establish, maintain and comply with arrangements to provide a Learner's Marked Assessment Material to –

(a) the Learner, or

(b) any Relevant Centre (on the Learner's behalf).

TL17.2

The arrangements may –

(a) provide that the awarding organisation is not required to provide a copy or a representation of evidence generated by the Learner in the assessment where this is already held by the Learner or any Relevant Centre,

(b) provide that the awarding organisation shall provide Marked Assessment Material only on payment of a fee,

(c) provide that the awarding organisation shall provide Marked Assessment Material only on request,

(d) provide that any such request must be made by a Relevant Centre (on the Learner's behalf),

(e) specify other reasonable requirements for the making of such a request, and

(f) specify a date by which such a request must be received.

TL17.3

Where no Relevant Centre exists in relation to a Learner, the arrangements must allow a Learner to request his or her Marked Assessment Material him or herself.

TL17.4

The arrangements must allow Learners and Relevant Centres a reasonable opportunity to consider whether to request –

(a) an Administrative Error Review, and

(b) a review of marking of the Marked Assessment Material,

taking into account any date by which the awarding organisation requires such a request to be received.

TL17.5

Any date specified in the arrangements –

(a) by which the awarding organisation will provide the Marked Assessment Material to the Learner (or as the case may be the Relevant Centre), or

(b) by which a request for Marked Assessment Material must be received,

must comply with any requirements which may be published by Ofqual and revised from time to time.

TL17.6

The arrangements must provide that a copy of the criteria against which Learners' performance is differentiated in respect of the assessment is made available to the

Learner (or as the case may be the Relevant Centre) at the same time as, or prior to, the Marked Assessment Material.

Condition TL18: Administrative Error Review

TL18.1

In respect of each Core Assessment and Occupational Specialism for a T Level which it makes available, an awarding organisation must establish, maintain and comply with arrangements for it to carry out an Administrative Error Review in respect of a Learner's Marked Assessment Material.

TL18.2

The arrangements may –

(a) provide that the awarding organisation shall carry out an Administrative Error Review only on request,

(b) provide that any such request must be made by a Relevant Centre (on the Learner's behalf),

(c) provide that the awarding organisation shall only carry out an Administrative Error Review on payment of a fee,

(d) specify other reasonable requirements for the making of a request for an Administrative Error Review, and

(e) specify a date by which an Administrative Error Review must be requested.

TL18.3

Where no Relevant Centre exists in relation to a Learner, the arrangements must allow a Learner to request an Administrative Error Review him or herself.

TL18.4

Where the arrangements specify a date by which an Administrative Error Review must be requested, the date must –

(a) be reasonable, taking into account –

(i) the date by which Marked Assessment Material may be provided to a Learner in accordance with the awarding organisation's arrangements, and

(ii) the purpose of the T Level, and

(b) comply with any requirements which may be published by Ofqual and revised from time to time.

TL18.5

The arrangements must provide that, on carrying out an Administrative Error Review –

(a) where the awarding organisation determines that the marking recorded in the Marked Assessment Material does not contain an Administrative Error, it shall not change the mark awarded,

(b) where the awarding organisation determines that the marking recorded in the Marked Assessment Material contains an Administrative Error, it shall correct the effect of that error,

(c) where the outcome of the Administrative Error Review is that there should be a change in mark, the awarding organisation makes any consequent change to the Learner's result, and

(d) the awarding organisation reports the outcome of the Administrative Error Review to the Learner (or as the case may be the Relevant Centre), specifying any change in mark, any change in result, and the nature of any Administrative Error which has been discovered.

TL18.6

The arrangements must provide that all Administrative Error Reviews will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the Administrative Error Review being carried out.

Condition TL19: Review of marking of Marked Assessment Material

TL19.1

In respect of each Core Assessment and Occupational Specialism for a T Level which it makes available, an awarding organisation must establish, maintain and comply with arrangements for it to carry out a review of marking of a Learner's Marked Assessment Material.

TL19.2

The arrangements may –

(a) provide that the awarding organisation shall carry out a review of marking only on request,

(b) provide that any such request must be made by a Relevant Centre (on the Learner's behalf),

(c) provide that the awarding organisation shall only carry out a review of marking on payment of a fee,

(d) specify other reasonable requirements for the making of a request for a review of marking, and

(e) specify a date by which a review of marking must be requested.

TL19.3

Where no Relevant Centre exists in relation to a Learner, the arrangements must allow a Learner to request a review of marking him or herself.

TL19.4

Where the arrangements specify a date by which a review of marking must be requested, the date must –

(a) be reasonable, taking into account –

(i) the date by which Marked Assessment Material may be provided to a Learner in accordance with the awarding organisation's arrangements, and

(ii) the purpose of the T Level, and

(b) comply with any requirements which may be published by Ofqual and revised from time to time.

TL19.5

The arrangements must provide that, on carrying out a review of marking –

(a) the Assessor shall determine whether the marking of the assessment included any Marking Error,

(b) where the Assessor determines that the marking of the assessment did not include any Marking Error, the Assessor shall not change the mark,

(c) where the Assessor determines that the marking of the assessment included a Marking Error, the Assessor shall correct the effect of the Marking Error but not otherwise change the mark, and

(d) the Assessor shall document the reasons for any determination and for any

change of mark.

TL19.6

The arrangements must provide that –

(a) all reviews of marking will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the review being carried out,

(b) an Assessor who was previously involved in the marking of a task in an assessment in respect of a Learner must not be involved in a review of marking in respect of that task,

(c) prior to carrying out any review of marking, each Assessor shall be provided with training on how to carry out a review of marking in accordance with this condition,

(d) prior to carrying out a review of marking, an Assessor shall be provided with a copy of the Marked Assessment Material to which the review relates and a copy of the criteria against which Learners' performance is differentiated,

(e) the awarding organisation shall monitor whether the Assessors who are carrying out reviews of marking are –

(i) doing so in accordance with this condition, and

(ii) are making determinations which are consistent over time and consistent with determinations made by each other,

(f) where the awarding organisation learns, through its monitoring or otherwise, that a review of marking has not been carried out in accordance with this condition, or has been carried out inconsistently, it shall take all reasonable steps to –

(i) correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure, and

(ii) ensure that the failure does not recur,

(g) where the outcome of a review of marking is that there should be a change in mark, the awarding organisation makes any consequent change to the Learner's result, and

(h) the awarding organisation reports to the Learner (or as the case may be the

Relevant Centre) both the outcome of the review of marking, specifying any change in mark and any change in result, and, either together with that outcome or later, the reasons documented by the Assessor carrying out the review.

Condition TL20: Review of T Level result

TL20.1

In respect of each T Level which it makes available or proposes to make available, an awarding organisation must establish, maintain and comply with arrangements for it to carry out a review of a Learner's overall result for the T Level.

TL20.2

A review under Condition TL20.1 must determine whether there has been a failure to correctly calculate a Learner's overall result for the T Level using the results from the Learner's Core Assessments and Occupational Specialism.

TL20.3

The arrangements may –

(a) provide that the awarding organisation shall carry out a review only on request,

(b) provide that any such request must be made by a Relevant Centre (on the Learner's behalf),

(c) provide that the awarding organisation shall only carry out a review on payment of a fee,

(d) specify other reasonable requirements for the making of a request for a review, and

(e) specify a date by which a review must be requested.

TL20.4

Where no Relevant Centre exists in relation to a Learner, the arrangements must allow a Learner to request a review him or herself.

TL20.5

Where the arrangements specify a date by which a review must be requested, the date must –

(a) be reasonable, taking into account the purpose of the T Level, and

(b) comply with any requirements which may be published by Ofqual and revised from time to time.

TL20.6

The arrangements must provide that, on carrying out a review under Condition TL20.1 –

(a) where the awarding organisation determines that a Learner's result for the T Level does not contain an error as specified in Condition TL20.2, it shall not change that result,

(b) where the awarding organisation determines that a Learner's result for the T Level contains such an error, it shall correct the effect of that error, and

(c) the awarding organisation reports the outcome of the review to the Learner (or as the case may be the Relevant Centre), specifying any change in result, and the nature of any error which has been discovered.

TL20.7

The arrangements must provide that all reviews under Condition TL20.1 will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the review being carried out.

Condition TL21: Appeals process for T Levels

TL21.1

In respect of each T Level which it makes available an awarding organisation must establish, maintain and comply with an appeals process which must provide for the appeal of –

(a) the outcome of any Moderation of a Centre's marking of an assessment, following a review of Moderation in respect of that marking,

(b) the result for any assessment in respect of a Learner, following a review of marking of Marked Assessment Material in respect of that assessment,

(c) a Learner's overall result for the T Level,

(d) the awarding organisation's handling of a Learner's Industry Placement statement,

(e) decisions regarding Reasonable Adjustments and Special Consideration, and

(f) decisions relating to any action to be taken against a Learner or a Centre following an investigation into malpractice or maladministration.

TL21.2

The appeals process may –

(a) provide that the awarding organisation shall only conduct an appeal on payment of a fee,

(b) specify other reasonable requirements for the making of a request for an appeal, and

(c) specify a time period during which an appeal must be requested.

TL21.3

Where the arrangements specify a time period during which an appeal must be requested, the time period must –

(a) be reasonable, and

(b) comply with any requirements which may be published by Ofqual and revised from time to time.

TL21.4

The appeals process must provide for –

(a) all appeal decisions to be taken by persons who have appropriate competence and who have no personal interest in the decision being appealed,

(b) all appeal decisions to be taken by persons who were not previously involved in any marking, Moderation, review of marking of Marked Assessment Material or review of Moderation regarding an assessment in respect of a Learner, or review of the overall result to which the appeal relates,

(c) the final decision in respect of the outcome of an appeal to involve at least one decision maker who is not an employee of the awarding organisation, an Assessor working for it, or otherwise connected to it, and

(d) the awarding organisation to report the outcome of an appeal to the Learner (or as the case may be the Relevant Centre), detailing the reasons for that outcome.

TL21.5

The appeals process must not allow a specified level of attainment which has been set for the T Level to be changed.

TL21.6

For the purposes of Condition TL21.1(a), the appeals process which an awarding organisation has in place must provide for the effective appeal of outcomes of Moderation on the basis –

(a) that the Moderation (or as the case may be the review of Moderation) included a Moderation Error, and

(b) that the awarding organisation did not apply procedures consistently or that procedures were not followed properly and fairly, provided that for these purposes any exercise of academic judgment in relation to the outcome of Moderation shall not constitute the application or following of a procedure.

TL21.7

For the purposes of Condition TL21.1(a), the appeals process which an awarding organisation has in place must provide for any request for an appeal of the outcome of Moderation of a Centre's marking of an assessment to be made by the Centre.

TL21.8

For the purposes of Condition TL21.1(b), the appeals process which an awarding organisation has in place must provide for the effective appeal of results on the basis –

(a) that the marking of the assessment (or as the case may be the review of marking of Marked Assessment Material) included a Marking Error, and

(b) that the awarding organisation did not apply procedures consistently or that procedures were not followed properly and fairly, provided that for these purposes –

(i) any procedures in respect of the setting of specified levels of attainment for the T Level shall be excluded, and

(ii) any exercise of academic judgment in relation to the awarding of marks shall not constitute the application or following of a procedure.

TL21.9

For the purposes of Condition TL21.1(c), the appeals process which an awarding organisation has in place must provide for an effective appeal on the basis that the awarding organisation failed to correctly calculate a Learner's overall result for the T Level using the results from the Learner's Core Assessments and Occupational Specialism.

TL21.10

For the purposes of Condition TL21.1(d), the appeals process which an awarding organisation has in place must provide for an effective appeal on the basis that the awarding organisation made a clerical or processing error in its handling of an Industry Placement statement.

TL21.11

For the purposes of Conditions TL21.1(b) to TL21.1(f), the appeals process which an awarding organisation has in place –

(a) may provide that where an assessment has been delivered or an Industry Placement statement issued by a Relevant Centre, any request for an appeal in respect of a Learner relating to the assessment, statement or the Learner's overall result for the T Level must be made by the Relevant Centre (on the Learner's behalf), and

(b) must provide that where no Relevant Centre exists in relation to a Learner, the

Learner may request an appeal him or herself.

Condition TL22: Relevant Centre decisions relating to Review and Appeal Arrangements

TL22.1

In respect of each T Level which it makes available, where an awarding organisation's arrangements provide that a request under conditions TL17 – TL21 must be made by a Relevant Centre on a Learner's behalf, the awarding organisation must take all reasonable steps to ensure that the Relevant Centre has in place effective arrangements for the Learner to –

(a) apply to the Relevant Centre for it to make such a request, and

(b) appeal a Relevant Centre's decision that such a request should not be made, and for the Relevant Centre to determine that appeal.

TL22.2

For the purposes of this condition, an awarding organisation must take all reasonable steps to ensure that –

(a) the Relevant Centre makes Learners aware of the arrangements it has in place prior to the issue of results in respect of the assessment, and

(b) the Relevant Centre provides Learners with a statement of the arrangements promptly when requested.

Condition TL23: Target performance in

relation to Review and Appeal Arrangements

TL23.1

In respect of each T Level which it makes available, where an awarding organisation's arrangements provide for it to provide a Learner's Marked Assessment Material on request, it must set a target for the time period following such a request within which it will make that material available to the Learner (or as the case may be the Relevant Centre).

TL23.2

In respect of each T Level which it makes available, an awarding organisation must set targets for each of the following time periods –

(a) the period following a request for a review of Moderation within which the awarding organisation will have reported the outcome of the review of Moderation to the Centre,

(b) the period following a request for such a review of Moderation within which the awarding organisation will have reported both the outcome of the review of Moderation and the reasons in respect of the review to the Centre,

(c) the period following a request for an Administrative Error Review within which the awarding organisation will have reported the outcome of the Administrative Error Review to the Learner (or as the case may be the Relevant Centre),

(d) the period following a request for a review of marking of Marked Assessment Material within which the awarding organisation will have reported the outcome of the review of marking to the Learner (or as the case may be the Relevant Centre),

(e) the period following a request for such a review of marking within which the awarding organisation will have reported both the outcome of the review of marking and the reasons in respect of the review to the Learner (or as the case may be the Relevant Centre),

(f) the period following a request for a review of marking of Marked Assessment Material within which the awarding organisation will have reported the outcome of the review of a Learner's overall result for the T Level to the Learner (or as the case may be the Relevant Centre),

(g) the period following a request for an appeal within which the awarding organisation will have reported the outcome of the appeal to the Learner (or as the case may be the Relevant Centre), and

(h) the period following receipt of all evidence in respect of an appeal within which the awarding organisation will have reported the outcome of the appeal to the Learner (or as the case may be the Relevant Centre).

TL23.3

Any target time period which an awarding organisation has set in respect of a T Level must comply with any requirements which may be published by Ofqual and revised from time to time.

TL23.4

An awarding organisation must take all reasonable steps to meet the target time periods which it has set in respect of a T Level.

TL23.5: Reporting

In respect of each T Level which it makes available, an awarding organisation must provide a report to Ofqual in respect of each year detailing the number of times that it has –

(a) complied with the target time periods which it has set, and

(b) failed to comply with those target time periods.

TL23.6

An awarding organisation must ensure that the report prepared in accordance with Condition TL23.5 –

(a) complies with any requirements in relation to the content or the presentation of the report which may be published by Ofqual and revised from time to time,

(b) is provided to Ofqual by any date which has been specified by Ofqual in advance, and

(c) is published, where required by Ofqual, by any date which has been specified by Ofqual in advance.

Condition TL24: Review and Appeal Arrangements and certificates

TL24.1

In respect of each T Level which it makes available, where a Learner's result or Industry Placement completion status has been changed under the awarding organisation's Review and Appeal Arrangements, the awarding organisation must take all reasonable steps, including having procedures in place, to –

(a) revoke any certificate that it has issued to that Learner, and

(b) issue a replacement certificate which accurately reflects the amended mark or result, as relevant.

Condition TL25: Discovery of failure in processes

TL25.1

Where the application of the awarding organisation's Review and Appeal Arrangements leads an awarding organisation to discover a failure in relation to its assessment process, calculation of results or handling of Industry Placement statements, it must take all reasonable steps to –

(a) identify all Learners who have been affected by the failure,

(b) correct or where, it cannot be corrected, mitigate as far as possible the effect of the failure, and

(c) ensure that the failure does not recur.

Condition TL26: Publication of Review and Appeal Arrangements

TL26.1

In respect of each T Level which it makes available, or proposes to make available, an awarding organisation must publish a statement of its Review and Appeal Arrangements (in one or more documents), including details of –

(a) how any request for Marked Assessment Materials and each type of review and appeal must be made,

(b) any date by which each type of request must be made,

(c) any fee which is payable in respect of each type of request, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded,

(d) the target time period set in relation to each type of request under Condition TL23.

TL26.2

The information which an awarding organisation publishes in line with Condition TL26.1 must enable Learners and Centres to have –

(a) a reasonable understanding of those arrangements, and

(b) a reasonable understanding of how those arrangements relate to each other.

TL26.3

An awarding organisation must take all reasonable steps to ensure that information which it publishes in line with Condition TL26.1 is published sufficiently far in advance of the time at which the qualification to which it relates will be made available to Learners to satisfy the reasonable planning requirements of potential purchasers.

Condition TL27: T Level Certificate Requirements

TL27.1

In respect of each T Level that it makes available, an awarding organisation must ensure that it complies with any Certificate Requirements which may be published by Ofqual and revised from time to time.

Assessment requirements

Condition TL8.1 allows us to specify requirements and guidance in relation to Core Assessments and Occupational Specialisms.

We set out our requirements for the purposes of Condition TL8.1 below.

Assessment structure

An awarding organisation must ensure that the assessments for each T Level comprise –

(a) the Core Assessments, and

(b) the Occupational Specialisms.

With respect to Condition G1.3, an awarding organisation must ensure that the criteria against which Learners' performance will be differentiated in each assessment for each Core Assessment and Occupational Specialism require the allocation of numerical marks based on the level of attainment each Learner has demonstrated.

Under Condition E4.2(f) and (g), in designing each Core Assessment and Occupational Specialism, an awarding organisation must ensure that those assessments are capable of accurately differentiating between Learners on the basis of attainment using the full range of available grades.

The Core Examination
An awarding organisation must ensure that core knowledge and understanding is assessed primarily through one or more Assessments by Examination set by the awarding organisation ('the Core Examination').

The Core Project
An awarding organisation must ensure that core skills are assessed through a project completed in line with a brief set by the awarding organisation working with any relevant employer(s) ('the Core Project').

In setting each brief for the Core Project an awarding organisation must work with an employer who employs staff working in occupations relevant to the T Level.

An awarding organisation must ensure that each project brief:

- ensures a motivating starting point for Learners' Core Projects, for example, a real-world problem to solve,
- ensures Learners can generate evidence that covers the assessment objectives,

- is manageable for Centres to deliver, and
- is officially approved by the awarding organisation and the employer with whom it has worked to develop the brief.

In relation to the project briefs for the Core Project, an awarding organisation must ensure that:

- those briefs do not become predictable,
- the knowledge, skills and understanding required of Learners continue to keep pace with the needs of industry, and
- a sufficient number of brief(s) are available for Learners to choose from to reflect the number and breadth of Occupation Specialism(s) within the T Level.

In addition to assessing core skills, the Core Project may also require Learners to demonstrate core knowledge and understanding as relevant.

The Occupational Specialisms
In its specification for a T Level, an awarding organisation must set out the combinations of Occupational Specialisms that may and may not be taken together as part of the same qualification. Those combinations must be in line with any requirements specified by the Secretary of State, or an organisation on their behalf.

An awarding organisation must ensure that –

(a) each assessment for an Occupational Specialism is set by the awarding organisation in line with the document referred to in Condition TL3.1(a),

(b) each Occupational Specialism is assessed separately, and

(c) as far as possible, the performance outcomes for an Occupational Specialism set out in the relevant document referred to in Condition TL3.1(a) are assessed together in a way that allows Learners to draw together knowledge, skills and behaviours.

Number of assessments

In respect of the Core Assessments and Occupational Specialism for a T Level which it makes available, an awarding organisation must –

(a) use the smallest possible number of assessments to meet the requirements outlined above, while ensuring that the assessments are manageable, and

(b) explain its approach to the number of assessments used in its assessment strategy.

Controls around assessments

An awarding organisation must ensure that each Non-exam Assessment is designed and set to –

(a) require each Learner to produce such evidence as is required to enable the awarding organisation to assess the extent to which the Learner has met all of the criteria against which Learners' performance in the assessment will be differentiated, and

(b) be taken under conditions specified by the awarding organisation, including, in particular, conditions which ensure that the evidence generated by each Learner can be Authenticated.

An awarding organisation must explain in its assessment strategy its approach to controls for –

(a) the Core Examination,

(b) the Core Project, and

(c) Occupational Specialism assessments.

Timing of assessments

In respect of a Core Assessment and Occupational Specialism for a T Level which it makes available, an awarding organisation must provide –

(a) up to two assessment series in each academic year in respect of the Core Assessments,

(b) up to two assessment series in each academic year in respect of the

assessments for the Occupational Specialisms.

An awarding organisation must ensure that -

(a) in each assessment series in respect of Core Assessments, both the Core Project and Core Examination are made available,

(b) except where a Learner is retaking those assessments, each Learner takes all of the assessments for the Core Examination in a single assessment series,

(c) each Learner takes all of the assessments for the Core Project in a single assessment series,

(d) each Learner takes all of the assessments for each individual Occupational Specialism in a single assessment series,

(e) a Learner may take the Core Project and the Core Examination in different assessment series (including assessment series in different academic years), and

(f) a Learner may take the Core Assessments and the assessments for an Occupational Specialism in different assessment series (including assessment series in different academic years).

An awarding organisation must set out its approach to the availability of assessments in its assessment strategy.

Retakes

Subject to the requirements below, a Learner may take the Core Assessments and Occupational Specialism again in any assessment series in which that assessment is delivered.

An awarding organisation must ensure that a Learner may retake –

(a) any number of the assessments for the Core Examination,

(b) the Core Project,

(c) the assessments for an Occupational Specialism, or

(d) any combination of these.

For clarity, where a Learner retakes the Core Examination he or she should not be required to retake the Core Project, and vice versa.

An awarding organisation must ensure that a Learner retakes all of the assessments for the Core Project or an Occupational Specialism, as relevant.

An awarding organisation must ensure that a Learner retakes all of the assessments within the Core Project or an Occupational Specialism in a single assessment series.

An awarding organisation must ensure that a Learner is able to retake any number of assessments for the Core Examination. So, for example, where the Core Examination is comprised of two Assessments by Examination, a Learner must be allowed to choose to retake –

(a) one of those assessments without retaking the other, or

(b) both assessments.

Where a Learner wishes to retake more than one assessment for the Core Examination, an awarding organisation may allow him or her to take those assessments in different series.

Where a Learner retakes more than one of –

(a) the assessment(s) for the Core Examination,

(b) the Core Project or

(c) an Occupational Specialism,

An awarding organisation may allow a Learner to take the assessments in each of (a), (b) and (c) a different assessment series. So, for example, where a Learner retakes both an assessment for the Core Examination and the Core Project, an awarding organisation may allow him or her to take the former in one assessment series and the latter in a different series.

An awarding organisation must set out its approach to retakes in its assessment strategy.

Marking of assessments

Evidence generated by a Learner in the Core Examination must be marked by the awarding organisation or a person connected to the awarding organisation.

Evidence generated by a Learner in the Core Project and assessments for the Occupational Specialisms must be marked by the awarding organisation or a person connected to the awarding organisation, save to the extent that marking by a Centre is necessary to ensure the validity and/or manageability of the relevant assessment.

An awarding organisation must justify any marking by a Centre in its assessment strategy, and set out its approach to the Moderation of such marking. It must also 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 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.

Standard setting requirements

Condition TL11.1 allows us to specify requirements and guidance in relation to the specified levels of attainment that must be used for T Levels.

Conditions TL11.2 and TL11.3(b) allow us to specify requirements and guidance in relation to how those specified levels of attainment are set.

We set out our requirements for the purposes of Conditions TL11.1, TL11.2 and TL11.3(b) below.

Specified level of attainment in the Core Assessment and Occupational Specialism

In relation to each Core Assessment and Occupational Specialism , an awarding organisation must ensure that the specified levels of attainment take the form of –

(a) for the Core Assessments, a six-point scale from A* to E, where A* represents the highest level of attainment, and

(b) for the assessment of each Occupational Specialism, a three-point scale made up of Distinction, Merit and Pass, where Distinction represents the highest level of attainment.

A Learner who does not meet the criteria to be awarded a specified level of attainment on the relevant scale must be issued with a result of 'unclassified'.

A Learner must be issued a specified level of attainment for the Core Assessments based on an aggregated mark for the Core Examination and the Core Project.

A Learner must be issued a separate specified level of attainment for each Occupational Specialism that he or she completes.

Setting the specified level of attainment for Core Assessments

In setting the specified levels of attainment for the Core Assessments an awarding organisation must ensure that these are set for the Core Assessments as a whole.

Key grade boundaries
The key grade boundaries for the specified levels of attainment for the Core Assessments are –

(a) A/B, and

(b) E/U.

In setting the key grade boundaries for the Core Assessments an awarding organisation must –

(a) in the first year in which a T Level is awarded, comply with any specific requirements, and have regard to any guidance, that Ofqual may set[footnote 1], and

(b) in compliance with Condition H3.1, in the second and subsequent years of awarding, set each key grade boundary so as to ensure consistency with the standard set for the same grade boundary in the first year in which the qualification is awarded.

An awarding organisation must publish grade descriptors for the two key grade boundaries, which in each case must reflect expectations for the Core Examination and Core Project.

Remaining grade boundaries
An awarding organisation must provisionally set the A*/A, B/C, C/D and D/E grade boundaries arithmetically as follows –

(a) The grade B/C, C/D and D/E boundary marks are calculated by dividing the mark interval between the A/B and E/U boundaries by four. Where there is a remainder of one or more marks, one mark is added in turn to each of these grade intervals, working from the highest to the lowest.

(b) The grade A*/A boundary mark is provisionally set the same number of marks above the A/B boundary mark as the B/C boundary mark is below the A/B boundary mark, or halfway between the A/B boundary mark and the maximum mark, whichever is lower.

(c) Where a review of statistical and technical evidence leads the awarding organisation to judge that the A*/A boundary mark should be set at a different mark, consideration must be given to moving that boundary mark, and the reasons for any such move must be recorded.

Setting the specified level of attainment for Occupational Specialisms

In setting the specified levels of attainment for the assessments for an Occupational Specialism an awarding organisation must ensure that these are set for the assessments for each Occupational Specialism as a whole.

Key grade boundaries
The key grade boundaries for the specified levels of attainment for an Occupational Specialism are –

(a) Distinction/Merit, and

(b) Pass/Unclassified.

In setting the key grade boundaries an awarding organisation must –

(a) in the first year in which a T Level is awarded, comply with any specific requirements that Ofqual may set[footnote 2], and

(b) in compliance with Condition H3.1, in the second and subsequent years of

awarding, set each key grade boundary so as to ensure consistency with the standard set for the same grade boundary in the first year in which the qualification is awarded.

An awarding organisation must publish grade descriptors for the two key grade boundaries which in each case must reflect the relevant performance outcomes.

Remaining grade boundaries
An awarding organisation must determine the Merit/Pass grade boundary arithmetically as follows –

(a) The Merit/Pass boundary mark is calculated by dividing the mark interval between the Distinction/Merit and Pass/Unclassified boundary by two.

(b) Where there is a remainder of one, the extra mark is added to the Distinction to Merit grade interval.

Exemplification materials
In relation to the assessments for an Occupational Specialism, an awarding organisation must publish indicative exemplification materials for Pass and Distinction before making the T Level available.

Those exemplification materials must comprise, as relevant, examples of indicative evidence generated by Learners in assessments for the Occupational Specialism (anonymised as necessary) which –

(a) reflect the minimum requirements for those specified levels of attainment, and

(b) are produced in consultation with any relevant employers.

An awarding organisation must keep those exemplification materials under review, including in consultation with any relevant employers. It must revise them where necessary to ensure that they provide an accurate reflection of what Learners must demonstrate to obtain each of those specified levels of attainment.

Aggregation of specified levels of attainment

An awarding organisation must calculate a Learner's overall result for a T Level which it makes available using the method specified in the relevant table below.

An awarding organisation must comply with any additional requirements specified by Ofqual where the weighting of the Core Assessments and Occupational Specialism are outside of the ranges set out in Table 1 or Table 2.

Table 1

For T Levels where:

- the overall Core Assessment weighting is 20-30% of the overall marks for the T Level, and
- the overall Occupational Specialism weighting is between 70-80% of the overall marks for the T Level

In the table below, the rows represent the Learner's Core Assessment grade (A*-E) and the columns represent the Learner's Occupational Specialism grade (Distinction, Merit or Pass) . The cell where they meet is the overall T Level result.

	Occupational Specialism Grade - Distinction	**Occupational Specialism Grade - Merit**	**Occupational Specialism Grade - Pass**
Core assessment grade - A*	Distinction *	Distinction	Merit
Core assessment grade - A	Distinction	Distinction	Merit
Core assessment grade - B	Distinction	Merit	Merit
Core assessment	Distinction	Merit	Pass

grade - C			
Core assessment grade - D	Distinction	Merit	Pass
Core assessment grade - E	Merit	Pass	Pass

Table 2

For T Levels where:

- the overall Core Assessment weighting is 40-50% of the overall marks for the T Level, and
- the overall Occupational Specialism weighting is between 50-60% of the overall marks for the T Level

In the table below, the rows represent the Learner's Core Assessment grade (A*-E) and the columns represent the Learner's Occupational Specialism grade (Distinction, Merit or Pass) . The cell where they meet is the overall T Level result.

	Occupational Specialism Grade - Distinction	**Occupational Specialism Grade - Merit**	**Occupational Specialism Grade - Pass**
Core assessment grade - A*	Distinction *	Distinction	Distinction
Core assessment grade - A	Distinction	Distinction	Merit

Core assessment grade - B	Distinction	Merit	Merit
Core assessment grade - C	Distinction	Merit	Pass
Core assessment grade - D	Merit	Merit	Pass
Core assessment grade - E	Merit	Pass	Pass

Assessment strategy requirements

Condition TL5.1(a) requires an awarding organisation to establish and maintain an assessment strategy for each T Level which it makes available or proposes to make available. Condition TL5.2 requires an awarding organisation to ensure that the assessment strategy for a T Level 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 TL5.1(b) 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 TL5.1(b) below.

There is no requirement for an awarding organisation to publish its assessment strategy. An awarding organisation may publish its assessment strategy if it wishes but, where it does so, it must ensure that any such publication does not breach its Conditions of Recognition.

General requirements

An assessment strategy for a T Level 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 for, and the award of, that qualification.

An assessment strategy must present a logical and coherent narrative that includes clear and concise evidence demonstrating how an awarding organisation will seek to ensure that the qualification, and the assessments for it, are fit for purpose. In particular, it must include information and evidence to show how the awarding organisation promotes and acts on feedback between the different stages of the qualification development cycle so as to continuously improve the assessments for that qualification.

Detailed requirements

We set out below our detailed requirements on the specific information and evidence an awarding organisation must include in its assessment strategy. The amount of information and evidence that can be included may vary across the areas identified, depending on the relevant point in the qualification development cycle to which a particular item pertains and the extent to which Ofqual has determined the regulatory approach in relation to a particular issue.

These detailed requirements are intended to indicate the minimum items that an assessment strategy must include. They are not intended to provide a template specifying the form that it must take, since the optimal structure and content of an assessment strategy will depend on the approach that is being proposed by the awarding organisation.

Where the Secretary of State, or an organisation on their behalf, specifies additional requirements in relation to an awarding organisation's assessment strategy, the awarding organisation may include that additional material in a single version of its assessment strategy which it provides to Ofqual when required.

Section 1: Assessment design and approach

Assessment times

- Individual assessment time for each assessment, and a rationale for these times,

for example in terms of covering the required subject content effectively, and balancing reliability and manageability.

- Combined assessment time for the different assessments, and a rationale for this.

Number of marks

- Number of marks for each individual assessment, and a rationale for those numbers of marks, for example in terms of covering the required subject content effectively, and balancing reliability and manageability.

Assessment structure

- Details of how assessments will be structured and a rationale for the approach, for example in terms of covering the required subject content effectively, and balancing reliability and manageability, including:
  - number of tasks and assessments for the Core Examination
  - number of tasks and assessments for the Core Project
  - relative weightings of the Core Assessments
  - number of tasks and assessments for each Occupational Specialism
  - approach to differentiating for the available grade range in each case

Coverage of subject content

- Approach to coverage of the subject content, including:
  - how the Outline Content has been covered overall and in each assessment
  - how the Outline Content has been expanded where necessary
  - mapping of specification content coverage in specimen assessment materials
  - approach to coverage of specification content 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 Outline Content.

Assessment objectives and performance outcomes

- Assessment objectives and weightings for the Core Examination and the Core Project, with a rationale for these.
- Approach to targeting assessment objectives in Core Assessments.
- Approach to targeting performance outcomes in assessments for each Occupational Specialism.

Task types and mark schemes
For each assessment:

- an explanation of the range of task types to be used (e.g. multiple-choice, short answer, extended response, practical observation) and how these will support valid assessment of the subject content
- approach to mark scheme design, including for different task types, and an explanation of how resulting mark schemes will support reliable application by Assessors
- a sample of example tasks and associated mark schemes, representing the range to be used in assessments, with commentaries explaining the approaches.

Availability of assessments

- Approach to availability of assessments, including:
  - its scheduling of the assessment series in each academic year, for each of the Core Examination, the Core Project and the Occupational Specialism(s), as relevant
  - its explanation as to how its approach is appropriate, including consideration of:
    - the amount and weight of material to be covered
    - the extent to which different aspects would be covered sequentially or concurrently
    - how coherence with the overall programme will be promoted
    - the need to ensure that enough time is available for sufficient learning to have taken place, and
    - how the approach will support standard setting
  - its rationale around when the first assessment series will be held when the qualification is first made available, taking into account the need to ensure that standards are set appropriately and can be carried forward to future assessment series
  - its arrangements for Learners to retake, in full, any or all of the Core Examination, Core Project and assessments for each Occupational Specialism
  - the type of assessment (e.g. online and/or paper-based) for Core Assessments and assessments for each Occupational Specialism.
- 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 assessments
- minimising predictability of assessments
- ensuring security of assessments.

Approach to marking

- The steps taken to identify the risk of any Adverse Effect which may result from the awarding organisation's approach to marking assessments (and to Moderation where appropriate).
- Where such a risk has been identified, the steps taken to prevent that Adverse Effect or, where it cannot be prevented, to mitigate that Adverse Effect.

Section 2: Assessment development and delivery

Developing assessment materials

- Process for developing assessment materials, including different stages and Workforce roles involved, how evidence regarding functioning of previous assessments is used, and any differences by assessment type.

Exemplification materials

- An explanation of how indicative exemplification materials will be produced, with input from employers.
- An explanation of how actual exemplification materials will be produced, and kept under review, with input from employers.

Assessment setting arrangements

- Approach to training individuals who will be responsible for setting assessments and/or items, including ensuring security and mitigating any conflicts of interest.

Controls on taking assessments

- Approach to controls on taking assessments, including controls for the Core Project and Occupational Specialism assessments.

Assessor standardisation

- Approach to training and standardising Assessors, including details of standardisation procedures and any wider training.

Marking process

- Explanation of how marking processes will operate, including any variation

between assessments for the Core Examination, Core Project and the Occupational Specialisms.

Monitoring marking

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

Malpractice & security arrangements

- How malpractice will be addressed and security of assessments will be ensured, including any differences between assessments.

Section 3: Centres

Centre assessment

- Approach to where Centre-marking will be permitted.
- An explanation of the rationale for this, for example, in terms of validity and manageability of assessment.
- An explanation of how any risks will be managed, for example in relation to authenticity of Learners' work and accuracy of Centres' marking, so as to ensure that, as far as possible, Centre-marking is as robust as marking by the awarding organisation.

Guidance and training to Centres

- Approach to the provision of guidance and training to Centres around delivery of assessments for the Core Project and Occupational Specialisms.
- Approach to the provision of guidance and training to Centres around Centre-marked assessments, where relevant.

Centre monitoring arrangements

- Approach to monitoring Centres in relation to the delivery of assessments for the Core Project and Occupational Specialisms, including how this will ensure assessments remain fit for purpose on delivery.

Moderation of Centre-marked assessments

- Approach to Moderation of Centre-marking, where relevant, including demonstration that it has had regard to Ofqual's guidance on Moderation, rationale for sample sizes, tolerances, and when a Centre's rank order will be questioned.

Section 4: Standard setting and maintenance

Standard setting process

- An explanation of the technical methodology employed in the standard setting process, including the Workforce roles involved.
- An explanation of how the decisions from the standard setting process are approved within the awarding organisation and the Workforce roles involved in this.
- Details around the aggregation of marks between the Core Examination and Core Project assessments and the use of any conversion scales.

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 and the weight given to different evidence.
- A rationale for this approach, in light of the assessment design and cohort make-up.
- How this approach will be kept under review and may be adjusted, including any variation between initial standard setting and maintenance of standards.

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

- Details of how comparability between different options and different types of assessment (e.g. online vs paper-based) is addressed, both where these are available at the same time and on an ongoing basis.
- Details of how evidence generated in line with any requirements set by Ofqual under Condition TQ8.2(a) will be used to inform decisions on standard setting.

Certificate Requirements

Condition TL27.1 allows us to specify Certificate Requirements in relation to certificates for T Levels.

In addition, under Condition I3.1, an awarding organisation is required to ensure that the design of each certificate in relation to a qualification which it makes available complies with the Certificate Requirements which may be

published by Ofqual and revised from time to time.

We set out our Certificate Requirements for T Levels for the purposes of Condition TL27.1 and Condition I3.1 below.

These requirements must be followed together with the Certificate Requirements which apply to all qualifications.

Statements of Achievement

Under Condition I4.1, an awarding organisation must issue certificates in respect of a T Level which it makes available.

Where a Learner has achieved one or more, but not all, of the following –

(a) a grade A* - E in the Core Assessments,

(b) a Pass or above in the Occupational Specialism, and

(c) completion of the Industry Placement,

the certificate issued to that Learner by the awarding organisation must take the form of a Statement of Achievement.

The Statement of Achievement must set out the elements of the T Level that the Learner has completed and passed, together with the result for the Core Assessments and Occupational Specialism as relevant.

It must be clear on the face of the Statement of Achievement that it recognises partial and not full achievement in relation to the relevant T Level.

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1. For clarity, this is without prejudice to the obligation under Condition TL11.2 for an awarding organisation to comply with any additional requirements set by Ofqual in relation to subsequent years. ↩
2. For clarity, this is without prejudice to the obligation under Condition TL11.2 for an awarding organisation to comply with any additional requirements set by Ofqual in relation to subsequent years. ↩

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