

Regulating Technical Qualifications

Ofqual consultation event
July 2018



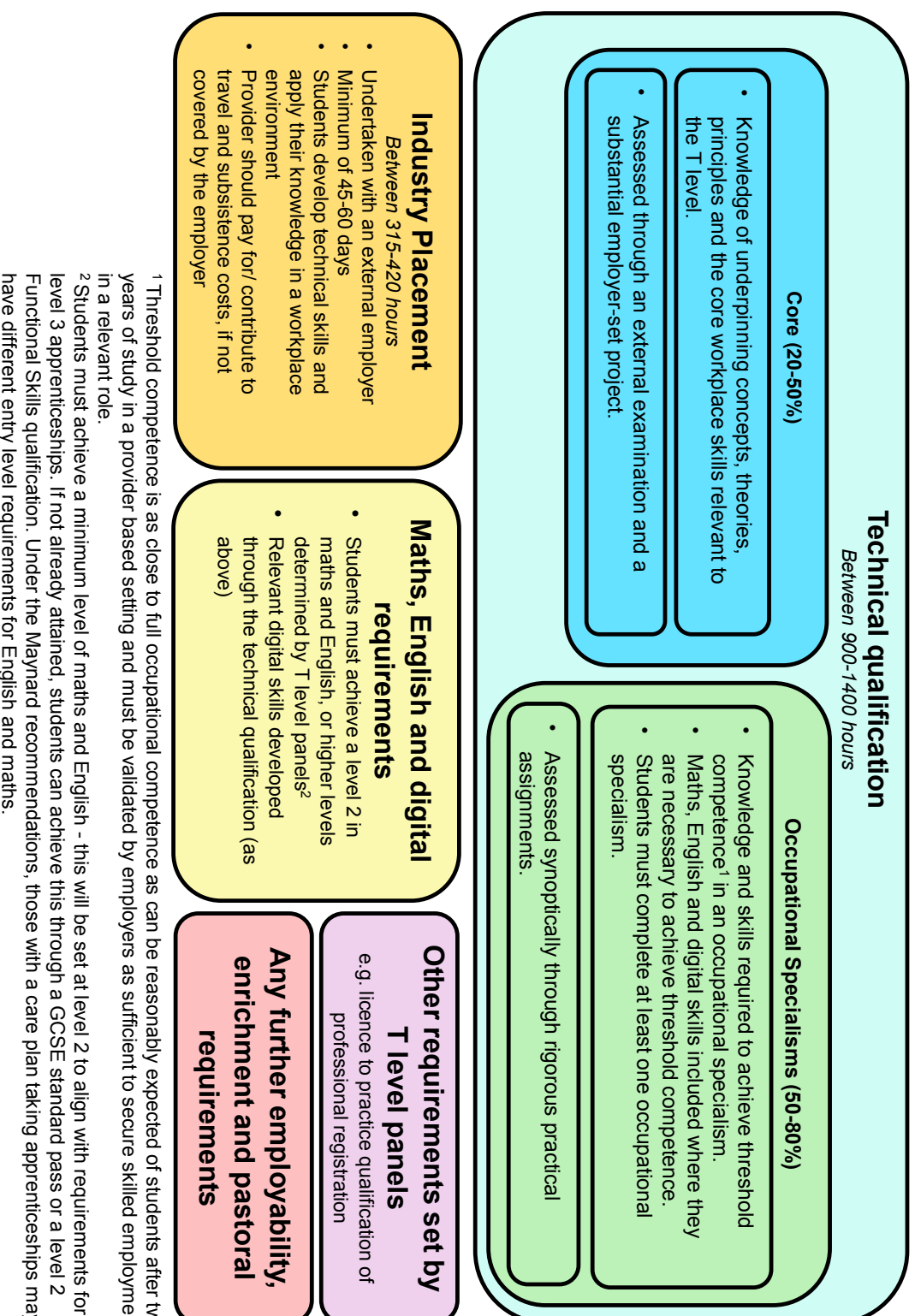
Welcome

- Introduction and background
- Design proposals
- Delivery proposals
- Lunch
- Standard setting
- Results and certificates
- Questions
- Next steps

T level programme

1800 hours over two years (with flexibility)

Students will need to achieve all components to achieve their T level certificate - Subject content set by T level panels



Ofqual's Conditions and guidance

General Conditions of Recognition

- Apply to all AOs and qualifications

Qualification Level Conditions

- Apply to qualifications of a particular type (and the AOs offering them)

Subject Level Conditions

- Apply to qualifications in a particular subject (and the AOs offering them)

Ofqual's approach to regulating Technical Qualifications

- In order to regulate Technical Qualifications, we propose to put in place Qualification Level Conditions and Guidance
- Through our regulation, we want to:
 - ensure that skills and knowledge are assessed reliably to provide an accurate indication of candidates' abilities
 - secure comparability where the same content is assessed in different Technical Qualifications
 - secure comparability where it is appropriate to do so between occupational specialisms
 - maintain grade standards over time within each Technical Qualification
 - ensure a consistent and appropriate level of demand

Ofqual's consultation

- Our consultation is about our policy approach – we will consult separately on the detailed rules to implement this in September
- Covers the entirety of our approach for regulating TQs
- Interested in views on all areas, but in particular, we have highlighted the following areas:
 - Setting and marking assessments
 - Results and certification
 - Retakes

DESIGN PROPOSALS

Design proposals - Purpose

- Provide reliable evidence of students' attainment in relation to:
 - the core knowledge and skills relevant to the route and pathway
 - the knowledge, skills and behaviours required for at least one Occupational Specialism relevant to the qualification
- Indicate where students would be able to take up an occupational role by ensuring the minimum pass grade standard for Occupational Specialisms attests to this, meets employer expectations, and is as close to full occupational competence as possible for the course of study
- Enable users to accurately identify and differentiate students' level of attainment
- Along with other performance indicators that form part of a T Level, provide (where required) a basis for accountability measures at age 18

Design proposals

- Accreditation
 - TQs to be accredited by Ofqual as part of Institute approval process
 - Accredited against existing accreditation criterion – this means demonstrating compliance against all applicable Conditions
- Assessment strategies
 - Require AOs to explain their approach to TQ design, delivery and standard setting
 - Used as part of accreditation and ongoing monitoring
- Outline content
 - AOs to explain approach to ensuring coverage and managing changes as part of their assessment strategy

Design proposals – Assessment structure

For discussion

- Do you have any comments on the proposed qualification purpose?
- Do you have any comments on our proposal to accredit TQs against Ofqual's existing accreditation criterion?
- What would you expect an assessment strategy to include?

Design proposals – Assessment structure

- Assessment through:
 - Core
 - Occupational Specialism(s)
- Smallest number of assessments whilst remaining manageable

Design proposals – Assessment structure

■ Core

- ☐ Core knowledge & understanding (external assessment)
- ☐ Core skills (and knowledge) (employer-set project)
- ☐ Assessed separately
- ☐ Proposed weighting for core skills of 25-40%

Design proposals – Assessment structure

■ Occupational Specialisms

- Each Occupational Specialism assessed separately
- Performance outcomes within each to be assessed together in a way that allows students to draw together knowledge, skills and behaviours
- Titles to reflect outline content
- Rules for which can be taken in combination

Design proposals – Assessment objectives (Core skills)

- Technical Annex sets out that students should be required to:
 - plan their approach to meeting the brief
 - apply core knowledge and skills as appropriate
 - select relevant techniques and resources to meet the brief
 - use maths, English and digital skills as appropriate
 - realise a project outcome and review how well the outcome meets the brief

Design proposals – Assessment objectives (Core skills)

- We have proposed guidance for AOs when setting assessment objectives:
 - there should be an assessment objective for each of the five points
 - the assessment objective regarding application of core knowledge and skills must be expanded upon and made subject-specific using the material regarding core skills in the outline content
 - indicate the approximate weighting that each assessment objective should be given
 - propose that the major emphasis (of at least 50%) should be on the assessment objective regarding application of core knowledge and skills, with a reasonable balance (to be explained by the awarding organisation in its assessment strategy) across the other four assessment objectives

Design proposals – Assessment objectives (Core knowledge and understanding)

- We have proposed there should be assessment objectives to help ensure that content is covered in an appropriate way and that Technical Qualifications assess knowledge and understanding appropriately for the level of the qualification
- We have proposed high-level assessment objectives to set out broad types of way the content might be assessed, with a reasonable balance between these, to be explained by the awarding organisation in its assessment strategy. For example:
 - demonstrating knowledge and understanding of the material
 - applying that knowledge and understanding to different situations and contexts
 - analysing and evaluating information and issues related to the content

Design proposals

For discussion

- Are weighting ranges within the Core helpful?
- Is the proposed weighting for core skills of 25-40% appropriate?
 - If not, what alternative weighting would you suggest?
- Do you have any comments on what our guidance on assessment objectives for core skills should cover?
- Do you agree there should be high-level assessment objectives that apply to all TQs for core knowledge and understanding? What should these cover?

DELIVERY PROPOSALS

Delivery proposals – assessment availability

- Assessment availability
 - One series a year, to take place in May/June
 - All Assessments for the Core and for each Occupational Specialism to be taken together

Delivery proposals – setting and marking assessments

- Core knowledge and understanding
 - Assessment by examination – set and marked by awarding organisation
- Core skills
 - Set by awarding organisation (with employer input)
 - Marked by awarding organisation
- Occupational Specialisms
 - Set by awarding organisation
 - Marked by awarding organisation

Assessment controls

- Awarding organisation controls on:
 - supervision of students to make sure that assessment evidence can be authenticated
 - the evidence that students must produce, some of which might be ephemeral
 - conditions which ensure that students' work can be authenticated and any requirements about the timings of when evidence must be produced
 - monitoring of schools and colleges including identifying and preventing malpractice
 - security of briefs

Assessment delivery

For discussion

- Should assessments take place once a year? In May/June?
- Should all the assessments be set and marked by awarding organisations?
- What will the impact of this requirement be on
 - centres?
 - awarding organisations?
- What additional controls will be needed to ensure the authenticity of assessment evidence and to protect the security of assessments?

LUNCH

SETTING AND MAINTAINING GRADE STANDARDS PROPOSALS

Setting and maintaining grade standards proposals

- Core
 - A*-E grade
 - Combination of examination and project
- Occupational specialisms
 - Pass/Merit/Distinction grade for each Occupational Specialism
 - Working towards grade
- Assessments must be designed with these grading scales in mind
- Awarding organisations to produce performance descriptions and exemplification materials (with employer input)

Setting and maintaining grade standards proposals

- Awarding based on evidence including:
 - draft descriptions of performance expected at the key grade boundaries and/or employers' expectations about the level of knowledge, understanding and skills required
 - views of senior examiners about the quality of student work
 - judgements and data about the difficulty of particular assessments and/or individual questions
 - information about the mean mark and the spread of marks for the qualification overall and for individual assessments
 - any expectations designed into the assessments
 - student work taken from similar level 3 qualifications at the equivalent key grade boundaries

Setting and maintaining grade standards

For discussion

- Should there be a Working Towards grade for Occupational Specialisms?
- What evidence would you expect an awarding organisation to use for setting and maintaining grade standards?
- What exemplification materials would you expect to see for Occupational Specialisms?

RESULTS, CERTIFICATES AND RETAKES PROPOSALS

Results and certificates

- AOs must issue results for TQ assessments that provide a sufficient level of detail on which to base decisions about retakes
- AOs are not required to issue certificates for TQs
- Reviews and appeals
 - AOs must allow reviews of marking and appeals
 - Can be against individual assessments
- AOs must recognise prior learning where the content allows

Retakes

- Retakes must be available
 - No limit on number of times a student can retake an assessment
 - Arrangements must be in place for students to retake where the TQ provider changes
 - Can only take place during main assessment series
- Must retake all assessments for relevant part (all of core examination, all of core project, or all of an Occupational Specialism)

Results, certificates and retakes

For discussion

- What will the impact be of awarding organisations not issuing certificates for TQs?
- What information about results will centres require to decide whether to request a review or to retake an assessment?
- Do you have any comments on our proposals to allow reviews of marking and appeals similar to those used in GCSE and A level qualifications?
- What will the impact be of requiring retakes to only take place during the May/June assessment series?
- Should students have to retake all parts of the element they are retaking?

QUESTIONS

Next steps

- Ofqual consultation closes on 6 August
- We will announce our decisions in September
- Publish a technical consultation on the detail of the Conditions and guidance in September
- Publication of Conditions and guidance end of 2018