

Technical Assessment Policy

Policy Code:	TE4
Policy Start Date:	September 2024
Policy Review Date:	September 2026

Please read this policy in conjunction with the policies listed below:

- HR6 Data Protection Policy
- HR33 Records Management Policy
- TE1 Technical Recognition of Prior Learning Policy
- TE2 Technical Certification and Registration Policy
- TE3 Recruitment and Initial Assessment of Apprentices Policy
- TE5 Technical Placement Policy
- TE6 Technical Distance and Blended Learning Policy
- TE8 Technical Learner and Employer Compliments and Complaints Policy
- TE9 Staff Malpractice and Maladministration Policy
- TL2 Appeals Policy
- TL4 Learner Malpractice Policy
- TL8 Conflict of Interest (Examinations) Policy
- TL18 Special Consideration and reasonable Adjustments Policy

1 Policy Statement

- 1.1 The policy outlines the Trust's approach to assessment of technical qualifications.
- 1.2 For the purpose of this policy, 'technical qualifications' encompass T-Levels, apprenticeships and 'vocational' subjects in KS4-KS5, for example, BTEC qualifications.
- 1.3 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as Priory Apprenticeships.
- 1.4 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.

2 Roles, Responsibilities and Implementation

- 2.1 The Education & Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Professional Learning.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.

3 Aims

- 3.1 The Priory Federation of Academies Trust (The Trust) is committed to ensuring that standards of assessment are fair, consistent, transparent and in line with the requirements of our awarding bodies. The way learners' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our learners.
- 3.2 To assess learners' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- 3.3 To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.

Assessment of vocational subjects

4 Key staff

Role	Responsibility
Head of Centre	<ul style="list-style-type: none"> Formally responsible for the management and delivery of vocational programmes at the setting. To ensure that the centre acts in accordance with the awarding body's conditions of approval, regulations and any other terms and conditions or policies.
Quality Nominee	<ul style="list-style-type: none"> To be the centre's point of contact for the awarding body. To ensure effective management of the vocational programmes and to actively promote good practice within the centre, ensuring that all processes are carried out in line with the relevant awarding body's specifications and requirements. To ensure the suitability of the vocational curriculum(s). To ensure that all course marks are submitted to the relevant awarding body in line with their deadline.
Examinations Officer	<ul style="list-style-type: none"> To ensure entries (both internal and external) are made as appropriate and in line with any deadlines set by the relevant awarding body. To ensure that the relevant awarding body is kept up-to-date with any withdrawal or transfer of learners. To claim learners' certificates as soon as appropriate. To claim unit certification when a learner has not been able to complete the full programme of study. To ensure that registration and certification of learners is carried out accurately. Responsible for ensuring that where a single specialist practitioner is delivering a programme, arrangements must be made for their assignments and assessment decisions to be internally verified by someone with appropriate experience.
Programme Leader	<ul style="list-style-type: none"> Has the overall responsibility for the effective delivery and assessment of vocational qualifications. For Entry to Level 3 qualifications, the programme leader may also act as the Lead Internal Verifier, if appropriate. For Level 4 to 7 qualifications, the programme leader also ensures assessment records and learner work are retained for sampling and will work with the Standards



	<p>Verifier to ensure that appropriate sampling takes place.</p>
<p>Lead Internal Verifier (Entry level to Level 3 only)</p>	<ul style="list-style-type: none"> • Acts as a single point of accountability for the quality assurance across a Principal Subject Area, with responsibility for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions. • Responsible for working with Assessors and Internal Verifiers to agree an assessment and verification plan for all cohorts from the start of the programme. • To ensure that all assessment and verification records are available for scrutiny by the appropriate awarding body with learner work, which they'll need to confirm is authentic and valid. • Responsible for ensuring that learners' work has been internally verified to the required standard (as required by the awarding body). This should involve the Lead Internal Verifier 'spot checking' and internally verifying no more than 50% and no less than 25% of already internally verified work. • To ensure any notes brought into external assessment by learners comply with the specifications of the awarding body. • Responsible for ensuring the annual standardisation exercise has been carried out in the September of the academic year to ensure consistency of approach to assessment. This should be done using the pre-released standardisation materials available from the online standardisation system. Following completion of the standardisation exercise, it should be appropriately recorded via the online standardisation website. • Responsible for authorising resubmissions fairly and consistently. • The Lead Internal Verifier should register through the online standardisation system.
<p>Internal Verifier</p>	<ul style="list-style-type: none"> • Internal Verifiers should have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria. • Responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.



	<p>Internal verifiers cannot verify their own assessment.</p> <ul style="list-style-type: none"> • Internal Verifiers need to ensure that all assessment plans, assignments and assessment decisions have been internally verified and that assessors take appropriate action based on their feedback. • Responsible for ensuring that internal verification takes place within one month of the learners completing the assignment(s) in question. • Manage, and respond to, any concerns raised to them. • Ensure that where re-sampling is necessary, the work is verified again. • Responsible for developing the skills of Assessors, especially those new to assessment.
Assessor	<ul style="list-style-type: none"> • Responsible for teaching and assessing learners against the learning aims and assessment criteria of the course specification. • Responsible for providing learners with a schedule of assessment. • Responsible for ensuring that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework/portfolio components of a subject. • Record outcomes of assessments using appropriate documentation. • Ensure each learner signs to confirm that the work produced is their own. A completed original document must be securely attached to the work of each candidate and to that of each sample request. • Provide reasonable adjustments for learners with additional learning needs. • Assessors need to provide assessment records and learner work for Standards Verification, and undertake any action required to bring the assessment in line with national standards. • Ensure they understand the appeals process, and that learners also understand this.

5 Centre responsibilities

5.1 Each Centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment;

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- produce a clear and accurate assessment plan at the start of the programme/academic year;
 - provide clear, published dates for handout of assignments and deadlines for assessment;
 - assess learner's evidence using only the awarding body's published assessment and grading criteria;
 - ensure assessment practices meet the awarding body's assessment requirements and guidance;
 - ensure that assessment decisions are impartial, valid and reliable;
 - develop assessment procedures that will minimise the opportunity for malpractice;
 - maintain accurate and detailed records of assessment decisions;
 - maintain a robust and rigorous internal verification procedure;
 - provide samples for standards verification/external examination as required by the awarding organisation;
 - monitor standards verification/external examination reports and undertake any remedial action required;
 - share good assessment practice between all programme teams;
 - ensure that assessment methodology and the role of the assessor are understood by all staff involved in delivery;
 - provide resources to ensure that assessment can be performed accurately and appropriately;
 - maintain and store securely all assessment and internal verification records in accordance with the awarding body's requirements.

5.2 All vocational programmes are assessed by reference to the assessment and grading criteria published by the relevant awarding body. Each Centre is responsible for ensuring that the relevant assessment and grading criteria is adhered to.

6 Assessment Plan

6.1 The Assessment Plan shows the units/components that will be assessed and schedules when assessment and internal verification will take place.

6.2 The Lead Internal Verifier should work with the Assessors and Internal Verifiers to agree the assessment and verification dates for all cohorts, and the Lead Internal Verifier is responsible for ensuring the plan is fit for purpose and meets regulatory requirements before they sign it off.

6.3 The plan should be created at the start of a programme and used throughout the year. It is a working document and as such may need to be changed during the year – the use of version numbers will create a clear audit trail if this happens.

6.4 As a minimum requirement, the assessment plan should include:

- names of all Assessors and Internal Verifiers;
- scheduling for assignment hand-out and submission;
- deadlines for assessments;
- scheduling for internal verification;
- scheduling of the opportunity for resubmission; and
- scheduling of external assessments so that a full programme plan is shown.

6.5 In designing the assessment plan, the splitting of Learning Aims/Learning Objectives across assignments and/or the provision for extra assignments or tasks to meet the Merit or Distinction criteria must be avoided. Tasks are expected to be written to allow the opportunity for the full achievement of Pass, Merit and Distinction criteria within each learning aim.

7 Assessment Procedures

7.1 Before starting an assessment the Assessor must ensure that each learner understands:

- the assessment requirements;
- the nature of the evidence they need to produce;
- the importance of time managements and meeting deadlines, including the consequences for late submission; and
- the importance of submitting authentic work.

7.2 Where there have been any alterations to specification content or assignment design, the assignment brief must be internally verified again prior to distribution to the learners.

7.3 Once the assignment brief has been given out the Assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Learners can use their knowledge/skills gained during teaching of the programme, handouts and learning resources, the unit content, assessment criteria and assessment guidance and the assignment brief etc. to work independently towards the task.

7.4 Only one submission is allowed for each assignment. This must be handed in to the Assessor on the designated day outlined within the assessment plan, unless there has been an agreed extension between the Assessor and the learner. The Lead Internal Verifier must be informed of any agreed extensions.

7.5 For each assignment task the learner must submit the following:

1. an assignment which consists of evidence towards the targeted assessment criteria; and
2. a signed and dated declaration of authenticity which confirms the evidence has been produced independently. The declaration can be on the assessment record, a separate learner authenticity declaration, an electronic platform or by incorporating a learner declaration into an assignment brief front sheet.

7.6 The Assessor should then:

- formally record and confirm the achievement of specific assessment criteria; and
- complete a confirmation that the evidence they have assessed is authentic and is the learner's own work to the best of their knowledge.

8 Resubmission

8.1 Resubmission is another chance for the learner to undertake the same assignment.

8.2 The Lead Internal Verifier may authorise one opportunity for the learner to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met:

1. the learner has met the initial deadline set in the assignment, or has met an agreed deadline extension;
2. the Assessor judges that the learner will be able to provide improved evidence without further guidance; and
3. the Assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated learner declaration of authenticity.

If any of the above three conditions are not met the Lead Internal Verifier must not authorise a resubmission.

8.3 In order to avoid giving any learner an unfair advantage, the whole cohort should be given the same resubmission opportunities, so long as the applicable criteria outline in paragraph 8.2 have been met.

8.4 If the Lead Internal Verifier authorises a resubmission, it must be:

1. recorded on the assessment record;
2. completed within 15 working days of the learner receiving the results of the assessment; and
3. undertaken by the learner with no further guidance.

9 Assessment Evidence

9.1 Assessment evidence can take many forms, for example:

- formal essays;
- evaluations;
- notebooks;
- recordings;
- studio logs;
- timesheets;
- plans;
- tutor observation;
- witness statements;
- videos; and
- photographs.

9.2 Learners are asked to authenticate the evidence that they provide for assessment by signing a declaration stating that it is their own work when they submit it. Learners must sign that the work submitted is their own for each assignment, and teachers/Assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.

10 Deadlines

10.1 Setting and meeting deadlines for assessment is an essential part of vocational delivery. Learners should be assessed fairly and consistently and learners should not be advantaged by having additional time to complete assignments.

10.2 Each Centre will have a clear procedure for a learner to formally apply for an extension if they have genuine reasons for not meeting a deadline, such as illness.

10.3 If an extension is granted, the new deadline should be adhered to and recorded.

10.4 Once evidence is accepted for assessment, learners are not to be penalised purely for submitting work late, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance. Only the assessment criteria for the units can be used for assessment decisions.

10.5 If a learner is not able to use an extension opportunity, then it may be appropriate to request special considerations.

11 Feedback Stages

- 11.1 Feedback can occur throughout the teaching and learning process, during assessment and following assessment.
- 11.2 During assessment the Assessor can give general feedback and support, particularly around the development of knowledge, understanding and skills. However, feedback should not include assessment of the specific assignment evidence or confirm the achievement of specific assessment criteria
- 11.3 Following assessment the Assessor should give clear feedback on the assessment record focusing on:
- the criteria the learner achieved; and
 - the criteria not achieved (and why), although a list of instructions on how to get a higher grade should not be included.
- 11.4 Annotations can be made on learner work to provide feedback. However, the annotations themselves must not constitute confirmation of achievement of specific assessment criteria; they should merely be indicators to where the evidence can be found.
- 11.5 A sample of assessment decisions should be internally verified before returning the work and feedback to the learners.

12 Internal Verification

- 12.1 Internal verification (IV) ensures that internally assessed units:
- have assignment briefs that are fit for purpose;
 - are assessed accurately to national standards against the unit criteria; and
 - utilise consistent assessment and grading across the programme.
- 12.2 IV can be undertaken in a number of ways but the following examples recognise best practice:
- there is a recognised team of Internal Verifiers, who meet regularly to ensure standardisation of procedures;
 - IV processes are agreed and published so that they are clearly understood by all members of delivery teams;
 - IV forms are standardised across the Centre;
 - IV schedules are drawn up to ensure timely implementation of the process;
 - all Assessors are involved in the IV role;
 - standardisation meetings are seen as pivotal staff development; and

- the IV process should be monitored in the Centre by the Quality Nominee and for the subject area by the Lead Internal Verifier.

12.3 The internal verification schedule should be established before the programme commences.

13 Lead Internal Verifier

13.1 It is a regulatory requirement for centres to identify a single Lead Internal Verifier for each subject area and each programme being delivered. This person acts as the point of accountability for the quality assurance of these programmes.

13.2 The Lead Internal Verifier should train or standardise their Assessors and Internal Verifiers to ensure that they understand national standards.

13.3 The Lead Internal Verifier should sample assessment and verification decisions to ensure that activity is completed in line with the agreed plan and that standards are applied consistently. The Lead Internal Verifier must sample assessment and verification across all qualifications they are responsible for.

13.4 Every Lead Internal Verifier should ensure online induction and standardisation is completed in line with the awarding body's timeframe. A formal record of the standardisation should be retained by each Lead Internal Verifier.

14 Standardisation

14.1 When a unit or assignment is delivered and assessed by more than one person, standardisation should be implemented before any formal assessment and IV has taken place.

14.2 The standardisation process is to agree the standard of learner work by discussing and mutually assessing a sample of learner work to reach a consensus. This should be done with reference to the assessment criteria and assessment guidance provided by the relevant awarding body.

14.3 Once agreement has been reached, the Assessors can then individually assess the work of their appointed learners, after which IV will take place.

14.4 Standardisation can also be used as a staff development tool, and the centre must ensure regular standardisation opportunities for assessors.

14.5 If a learner's assessment is not deemed to be their own work, this should be reported to the Quality Nominee as soon as possible.

15 Internal Verification of Assignment Briefs

15.1 The following resources are needed for this type of IV to take place:

- the unit specification;
- the assignment brief; and
- the 'IV of assignment brief form'.

15.2 The Internal Verifier should check that the assignment brief:

- has accurate unit and programme details;
- has clear deadlines and an appropriate timeframe for assessment;
- has a suitable vocational scenario or context;
- shows all relevant assessment criteria targets against each task;
- clearly states what evidence the learner needs to provide; and
- is likely to generate evidence which is appropriate and sufficient.

15.3 If an assignment from the previous academic year is being re-used, the dates and deadlines must be updated and the assignment should be checked to ensure that it is appropriate for the new group of learners.

15.4 Assignments should be reviewed regularly (at least once per year) to ensure that they are still fit for purpose and to allow for improvements to be made based upon Assessor experiences of delivering and assessing them.

15.5 Internal Verifiers should use the general comments section on the 'IV of assignment brief form' to provide advice and guidance to the Assessor if appropriate. Any actions identified must be detailed by the Internal Verifier in the 'actions required' section. Internal Verifiers should make any actions clear, using SMART principles.

15.6 If an action is identified by the Internal Verifier, the Assessor must complete this and return it to the Internal Verifier for sign off prior to an assignment being issued to learners.

15.7 Assignment briefs have to be internally verified, with any issues addressed, before being distributed to learners.

15.8 Assignments which have come either from published material or from other centres still need to be internally verified to ensure that they match the specification that learners are being registered on, that the assignments are appropriate for learners and that the Centre has the resources to deliver them.

16 Internal Verification of Assessment Decisions

16.1 The following resources are needed for this type of IV to take place:

- the unit specification;
- the assignment brief;
- assessed learner work and accompanying assessment record; and
- 'Internal verification of assessment decisions form'.

16.2 During the course of the programme, sampling from Assessors must cover the following as a minimum:

- every Assessor;
- every unit; and
- work from every assignment.

16.3 There is not a requirement that all learners must have been internally verified during the lifetime of the programme.

16.4 There is no prescribed sample size but a well-constructed sample should consider:

- the full range of assessment decisions made: pass, merit, distinction criteria, and not yet achieved, should all be included in the sample if possible;
- the experience of the Assessor: new or inexperienced Assessors should have more work internally verified than an experienced Assessor;
- new programmes: when a unit or programme is first introduced, the sample should be increased;
- the size of the group of learners; and
- known issues with internal verification: these may have been identified previously.

16.5 The Internal Verifier reviews the Assessor's judgements against the learning aim, unit content, assessment criteria and assessment guidance as published in the qualification specification. This will include checking:

- the learner work against the assessment criteria and judge whether it has been assessed accurately;
- the assessment criteria;
- coverage of the unit content in conjunction with the assessment guidance to see if the Assessor has taken this into account. It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in

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- order for learners to be able to meet the standard determined in the assessment and grading criteria; and
 - the feedback from Assessor to learner is accurate and linked to the assessment criteria.
- 16.6 Following internal verification, if there are any assessment concerns, feedback should be provided to the Assessor with any actions applied to the whole cohort and not just the sampled learners.
- 16.7 For internal verification of assessment decisions to take place, learner work must have been formally assessed. Internal verification must take place before learners receive confirmation of their achievement and feedback. If any inaccuracies are identified by the Internal Verifier, these can be corrected by the Assessor before results are made available to learners.
- 16.8 If a request for a resubmission is made and providing there have been no issues with the Assessor's decisions at the first submission stage, then resubmission does not need to be internally verified if the learner's grade has not improved. The Lead Internal Verifier should however check the decisions if the learner's grade has shown significant improvement to safeguard against any potential malpractice issues.

17 Records

- 17.1 All assessment should be recorded in a way that assures the following:
- assessment evidence is clearly measured against national standards;
 - learner progress can be accurately tracked;
 - the assessment process can be reliably verified; and
 - there is clear evidence of the safety of certification.
- 17.2 Assessor records must be monitored and sampled by the Lead Internal Verifier.
- 17.3 Original learner evidence must be kept current, safe and secure for 12 weeks after learners have been certified (12 weeks starts once the certificates have actually been received by the centre). In the event of an appeal against a grade then the assessments should be kept until the appeal has been concluded (or until 12 weeks after certification if the appeal is concluded before this point). Due to the nature of the evidence produced for Art & Design practical work, this can be good quality photos or videos rather than the original evidence.
- 17.4 Following learner certification the following documentation should be retained for a minimum of three years:
- assignment briefs;



- assessment records (feedback sheets);
- the associated internal verification documentation; and
- achievement tracking at criteria level.

Assessment of Apprenticeships

18 Assessor Requirements

18.1 All the Trust Occupational Experts must be occupationally competent in the relevant areas. They must hold a relevant assessor qualification (for example, TAQA, A1/V1, D32/D33). Occupational Experts should understand the key/core skills for these qualifications if they are assessing and supporting learners in them.

19 Assessment

19.1 Assessment involves making objective and impartial judgements based on evidence gathered from a range of sources to determine the extent to which an apprentice demonstrates achievement of the performance requirements set out within the competency standard.

19.2 Assessment must be used to establish competent performance, knowledge and understanding for frameworks and skills, knowledge and behaviours for apprenticeship standards of a learner against awarding body standards. Assessment must follow the process of planning, collecting evidence (direct and/or indirect), judging each item in terms of validity, currency and authenticity and making a decision as soon as evidence is sufficient to indicate competence and meet the required learning standard.

19.3 Records and documents must be completed accurately and in sufficient detail and the procedures frequently reviewed and evaluated. For all standards, relevant awarding body paperwork must be completed before entering gateway.

19.4 A high quality assessment will satisfy the following accepted assessment principles:

- **Standard:** a clear standard exists against which assessment can be assessed;
- **Authenticity:** what is assessed is produced by the learner and no one else;
- **Currency:** the evidence is up-to-date and relevant to the standard;
- **Validity:** the assessment method is appropriate to the evidence requirements of the standard;
- **Reliability:** the method of assessment produces evidence that clearly demonstrates that the standard has been met;



- Fairness: all candidates have an equal opportunity to attain the standard: and
- Consistency: the standard is applied consistently to all candidates in all assessment situations.

19.5 Where learners are falling below required targets or standard on the agreed timeframe an action plan will be implemented to ensure learners can achieve assessment criteria and meet required standards.

20 Review

20.1 Reviews of progress against the Individual Learning Plan (ILP) should be conducted at agreed intervals with the learner and Line Manager. The frequency of reviews must be in line with funding body requirements, both in terms of content and timing.

20.2 Copies of Internal Verification and External Verification reports should be provided to the Head of Apprenticeships and Careers, who is ultimately responsible for the quality assurance of the provision and acting upon and monitoring any action points contained within the report.

21 Standardisation

21.1 Regular standardisation activity will ensure that assessment of apprenticeship standards is consistent and of a high quality.

21.2 The standardisation process is to agree the standard of learner work by discussing and mutually assessing a sample of learner work to reach a consensus. This should be done with reference to the assessment criteria and assessment guidance provided by the relevant awarding body, and the apprenticeship standard.

21.3 Once agreement has been reached, the Assessors can then individually assess the work of their appointed learners, after which IV will take place.

21.4 Standardisation can also be used as a staff development tool, and the centre must ensure regular standardisation opportunities for assessors.

21.5 If a learner's assessment is not deemed to be their own work, this should be reported to the Quality Nominee as soon as possible.



22 Resits

- 22.1 Priory Apprenticeships, as a general rule, will fund one resit for each learner, for each constituent element of their functional skills assessments, and end point assessments.
- 22.2 Additional resits will be considered on a case-by-case basis, taking into consideration evidence from the awarding body, the assessor, employer, and apprentice.
- 22.3 The final decision regarding additional resits will reside with the Head of Apprenticeships and Careers, who will communicate to the assessor, employer, and apprentice, either directly or via a representative, within five working days of the request for another resit.
- 22.3 Where an apprentice wishes to undertake additional resits after their first resit attempt, and the resit is not funded by Priory Apprenticeships, the apprentice's employer will be expected to fund the resit costs.

Assessment of T Levels

23 T Level course

- 23.1 T Level programmes include the following compulsory elements:
1. A Technical Qualification (TQ), which includes:
 - A core component covering the core theory, concepts and skills for an industry area; and
 - An occupational specialism component covering the specialist skills and knowledge for an occupation or career.
 2. An industry placement with an employer.
- 23.2 To achieve a T Level, learners will need to complete the two assessed components from the technical qualification: the Core component and the Occupational Specialism. The results from these components determine the overall T Level grade achieved.
- 23.3 Each component is assessed at the end of the relevant learning period to allow focus on in-depth teaching and learning, rather than multiple unit-based assessments.
- 23.4 The T Level certificate includes:
- an overall grade for the T Level, shown as pass, merit, distinction or distinction*;

- a separate grade for the core component, using A* to E; and
- a separate grade for each occupational specialism, shown as pass, merit or distinction.

24 Assessments – Core Component

24.1 The Core Component comprises two sub-components with different styles of assessment:

- an exam sub-component, contributing between 60-75% of the weight towards the core; and
- an employer-set project (ESP) that makes up the remaining contribution.

24.2 The assessments for the core sub-components are externally set and marked. The core sub-components are most likely to be sat in the first year of the T Level, although can also be sat in the second.

24.3 T Level learners can take the core sub-components, i.e., the core exams and Employer-Set Project in different assessment series. This can be done for the first assessment occasion and any retakes, however, exam papers 1 and 2 must always be sat in the same series. To facilitate this, the raw marks on the sub-components (exam and ESP) are standardised by conversion to a uniform mark scale (UMS) to account for any variation in demand of individual assessments. On retakes, the learner's best UMS score is used.

24.4 The Core Exam

The core exam sub-component assesses the core knowledge of the TQ and is usually made up of two (but may be one in some TQs) dated exam papers.

TQs with pathways may have separate exams per pathway to accommodate the additional pathway core content, or to allow relevant contextualisation. Where there is more than one paper, these must always be taken in the same series (on resit, both papers must be retaken).

Each paper targets the core content as described in the TQ specification, together with the exam's assessment objectives, and the questions are set in the context of the TQ.

Each paper is usually split into two sections:

- the first section comprising short answer and structured questions, sampling from the breadth of the core content; and
- the second section assessing the level of security and complexity of the learner's understanding, and their analytical and evaluative skills through more challenging, extended-response questions.

24.5 The Employer Set Project (ESP)

The core employer set project (ESP) sub-component assesses the skills and application of core knowledge of the TQ. There may be more than one ESP per TQ core to accommodate different pathways or to allow relevant contextualisation.

The ESP targets the core content as described in the TQ specification, together with the core skills and the ESP's assessment objectives. It is developed with employers so as to be relevant in the industry.

The ESP takes the form of a realistic brief to be achieved through completion of *'research, plan, do, present, review'* tasks, designed to elicit appropriate evidence for assessment under specified assessment conditions.

The majority of the tasks are classroom-based tasks plus a presentation, and small practical element where appropriate. A new brief and tasks will be set each series, covering different topics.

The ESP is administered during assessment windows in April - May, as detailed in the TQ specification.

The ESP is a controlled assessment comprising a series of tasks which are all dated and time-managed. Specific dates will be released annually through the key date schedule for the following academic year.

The ESP is externally marked to standardised mark schemes, used across series to support comparability, supported by series specific indicative content. These mark schemes can inform teaching, learning and formative assessment approaches.

25 Assessment - Occupational Specialism

- 25.1 The Occupational Specialism (OS) assesses threshold competence.
- 25.2 The occupational specialism (OS) assessment is a substantial, externally set assignment sampling the application of specialist knowledge and technical skills of the OS.
- 25.3 The tasks are practical and usually need to be carried out independently by the learner, but sometimes include a small group-work element, where relevant.
- 25.4 The content assessed has been selected by the Route Panel from Occupational Standards, to align with apprenticeships. Depending on the nature of the

evidence, the OS may be internally or externally marked to standardised mark schemes, which are used across series for comparability and supported by series specific indicative content. The pass (threshold competence) and distinction standards are exemplified through Grade Standard Exemplification Materials (GSEMs).

26 Industry Placement

26.1 For information about the Industry Placement, please see TE5 Technical Placement Policy.

27 Core skills

27.1 A set of core skills, assessed through the ESP, are developed by route panels as part of the TQ outline content.

27.2 Opportunities for the development of these skills are mapped to relevant areas of the TQ content. They typically include desirable general workplace skills such as communication, working collaboratively, using a logical approach, research, and commercial awareness. In some cases, the skills are more explicitly tied to the skills necessary for the completion of the project.

28 Assessment Objectives

28.1 Assessment objectives (AOs) for the exam and ESP have been developed by Ofqual and IfATE for application across all TQ core assessments. These aim to support comparability across TQs and, for the exam, some comparison with academic qualifications such as AS and A Levels. The AOs for the examination sub-component and the ESP sub-component are different, reflecting the differing nature of the assessments.

28.2 Exam assessment objectives:

AO1a	Demonstrate knowledge of the content.
AO1b	Demonstrate understanding of the content.
AO2	Apply knowledge and understanding of the content to different situations and contexts.
AO3	Analyse and evaluate information and issues related to the content.

28.3 ESP assessment objectives:

AO1	Plan their approach to meeting the brief.
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AO2	Apply knowledge and skills to the context of the project.
AO3	Select relevant techniques and resources to meet the brief.
AO4	Use maths, English and digital skills.
AO5	Realise a project outcome and review how well the outcome meets the brief.

29 Retakes

- 29.1 Learners who fail to achieve a grade E or above for the Core component, or who wish to improve their grade, can retake the required assessment(s) in a later series.
- 29.2 Where a learner fails to achieve a Pass or above for any Occupational Specialism component, they must retake the entire assessment. They cannot amend their work after it has been marked, in order to get a higher grade.
- 29.3 The retake of the Core and/or Occupational Specialism may fall outside of the expected two-year T Level programme

30 Policy Change

- 30.1 This policy may only be amended or withdrawn by the Priory Federation of Academies Trust.



The Priory Federation of Academies Trust

Technical Assessment Policy

This Policy has been approved by the Education & Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.