



Grading and Marking Policy

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1. Overview

This policy outlines Professional Assessment Ltd (PAL's) policy and approach to grading and marking of our apprenticeship standards and qualification offers. It is important that Third Parties and Centres in addition to reviewing this policy, review individual specifications for specific apprenticeship standards and qualifications regarding grading and marking.

The availability of grading within a qualification which includes apprenticeship standards essentially signals the intention to acknowledge and reward different levels of performance or achievement above a pass. If the grading is to have meaning and purpose, it must have a clear relationship with the qualification's objective and target proficiency and all users must be able to interpret the grade in the same way.

Consistent and reliable marking and grading requires the effective design and development of assessment instruments, as well as a process for assessment confidentiality and identifying potential risks in any aspect of the qualification cycle. Grading and marking also must be able to assimilate inclusive and fair assessment, clearly communicate the assessment requirements/ criteria, provide a mechanism to query or dispute results and deter practices that could lead to the unfair awarding of a qualification or grade.

Finally effective grading and marking requires those involved in the assigning of grades and marks to be objective, unbiased and have a consistent set of parameters against which marking and grading takes place.

Regarding EPA activities, effective grading and marking is supported by trained and competent assessors and a set of internal quality checks and balances that supports consistency and reliability in the assessment results we award to apprentices.

Regarding qualifications, and centre assessments as part of the reformed apprenticeship plans, the design and development process ensures that learning outcomes (qualifications) and assessment criteria are precise and clear, and support consistent measurement underpinned by relevant and robust learner/apprentice evidence to support claims of competence. PAL's Centre risk assessments and approach to external quality assurance and sampling of Centre activities supports fair grading and marking of our qualifications and centre assessments. PAL's risk rating of Third Party Providers, whilst not directly impacting on grading and marking, as Third parties do not participate in these activities, do provide assurance the apprentice will be adequately supported.

For EPA grading and marking, PAL's specifications, assessment guidance and assessor protocols, along with quality assurance activities aid consistent, reliable and fair grading and marking.

2. Policy Scope

This policy¹ should be read in conjunction with Professional Assessment Limited's (PAL):

- Development Policy (Qualifications and EPA)
- Plagiarism and Cheating Policy (Qualifications and EPA)
- Training and Development Policy (Both)
- Assessment and Quality Assurance Policy (EPA)
- CASS and EQA guidance and Qualification Assessment Strategies (Qualifications)
- Resit and Retake Policy (EPA)
- Recognition of Prior Learning (Qualifications)
- Conflict of Interest Policy (Qualifications and EPA)
- Special Considerations and Reasonable Adjustments Policy (Qualifications and EPA)
- Appeals and Enquires Policy (Qualifications and EPA)
- Risk Management Policy (EPA)
- Centre Approval procedure and guidance and review (Qualifications)
- Malpractice and Maladministration Policy (Qualifications and EPA)
- Data and GDPR Policies (Qualifications and EPA)
- Confidentiality Policy (Qualifications and EPA)

The current apprenticeship standard assessment plans² determine grades, grade levels, and grade weightings. Most Apprenticeship standard assessment plans specify the knowledge, skills, and behaviours to be assessed and graded by specific and discreet methods of assessment. Some older assessment plans allow for assessment of KSBs across assessment components³. Professional Assessment Ltd (PAL) will grade end-point assessments based upon the grading criteria provided in the relevant Apprenticeship standard assessment plan.

The role of the End-Point Assessment Organisation (EPAO) is to design and develop appropriate assessment instruments and marking schemes to support reliable, valid, and transparent independent assessment which reflect the apprentice's (learner's) ability. Apprenticeship standard assessment plans and standards are reviewed, typically on a three-year cycle and the plan and standard in situ at the apprentice's programme commencement, form the basis for the end-point assessment (EPA), unless PAL is guided otherwise by the relevant regulator.

For qualifications, the AO sets the grading criteria determination, grade levels and weightings and this will be detailed in the qualification specification and qualification assessment strategy.

For centre-based assessments, for aspects of the reformed apprenticeships, the AO has greater determination of how apprentice's competence will be measured, however the assessment plans determine assessment outcomes and essential skills and knowledge and Skills England have general principles for assessments and Ofqual, as with EPA are finalising additional technical conditions.

¹ Please note some PAL policies cover both EPA and Qualifications activities; in other cases, the two areas have their own policies to recognise the different context of assessment and awarding

² Note new assessment plans are less prescriptive and the AO through their assessment strategy and SE and Ofqual guidance have greater influence on assessment method selection and grading and marking thresholds

³ New and revised assessment plans have discrete assessment components.

3. Who is this Policy for?

PAL assessors (includes associates)⁴; employers; apprentices; providers; centres; internal quality assurers (IQAs); EPA managers; Quality Manager; Qualifications Director; Resource Development Lead; Resource Development Support Officer; Consultants/TAs;⁵ Qualifications Development and Quality teams and EQAs

4. Purpose

The purpose of this policy is to:

- Establish the roles and responsibilities of the marking and grading function
- To detail how marking and grading is determined
- To ensure that a fair and consistent practice of marking and grading is applied

Reliable and fair grading and marking requires stringent quality assurance throughout the design, development, delivery and awarding of results.

Mastery within qualification grading

Current Apprenticeship assessment plans advocate a basic mastery requirement, in respect of grading which means that an apprenticeship standard (qualification) Pass cannot be achieved without having achieved a pass in all assessment components and successfully meeting all the Knowledge, Skills and Behaviours (KSBs) as prescribed in the assessment plan.

In most cases PAL's qualifications will work from the mastery concept, however grading and marking approaches will be determined on a case by case basis and articulated through relevant assessment strategies and specifications.

The new assessment plans work on competence being evidence through assessment outcomes which include mandatory and some optional knowledge and skills criteria and it is for AOs to build their marking rationales, aligning to general performance levels and apprenticeship assessment conditions, as yet to be finalised and incorporating sampling into quality assurance activities.

5. Who can Grade and Mark Apprenticeship Standards on the EPA route?

PAL assessors who have the required qualifications, occupational competence, and experience, as per the requirements of the specific assessment plans are permitted to grade and mark assessments and the PAL quality team will sample final assessment decisions and confirm the overall grade awarded.

Centres and third parties are not involved in the grading and/or marking of any assessments undertaken by PAL.

For MCQ, SJT and scenario-based question tests, PAL uses online systems where grade boundaries and marking criteria are pre-determined, in line with the specific assessment plan guidance. Providers, employers, and apprentices should confer with the relevant assessment plan, so they are familiar with the grade parameters and test requirements. PAL will additionally provide such guidance in the apprenticeship standard specification and on-line resources.

All assessment decisions are recorded using the PAL's prescribed documentation and marks and grading are based on the relevant assessment plan guidance, to include the issue of grades by assessment components and the aggregation of results.

It is essential that all assessors receive appropriate training and briefing prior to undertaking any grading or marking to ensure they are aware of the requirements and regulations governing the conduct of

⁴ Note PAL uses the term assessors; independent assessors (IAs) and independent end-point assessors (IEAs) interchangeably.

⁵ Consultant/Technical Advisors.

assessment. PAL's briefing, training and internal (PAL) Padlets addresses what is required for each specific apprenticeship standard.

The Qualifications Director is responsible for the effective design and development of assessment instruments that support reliable marking, and they oversee the training of personnel involved in the design and development elements of all assessment instruments. The Development team are also responsible for testing the efficacy of assessment instruments, prior to their implementation.

The Quality Manager, who reports to the Business Operations Director is responsible for the quality assurance activities associated with assessment delivery.

6. Who can Grade and Mark PAL Qualifications?

Approved Centres can grade and mark qualifications following PAL's specifications and assessment strategy. Results will be subject to PAL's external quality assurance checks and the level of sampling is detailed in PAL's Centre guides, to include PAL's Centre Assessment Quality Assurance Guide and CASS strategy. Approved Centres will as part of the approval process demonstrated their capacity and capability to assess and internally quality assure PAL qualifications.

PAL does not permit Centre devised materials or assessments, so all assessments are subject to PAL's requirements.

PAL as an AO will provide guidance, information and resources on assessment activities, to include assessment recording and grading. Centres will be informed of the level of EQA sampling based on their risk status as a Centre.

As with Apprenticeship standards, the Qualifications Director is responsible for the effective design and development of qualifications assessment criteria and assessment rationales that support reliable marking, and they oversee the training of personnel involved in the design and development elements of all assessment instruments. EQAs and the PAL Quality team will provide Centres with training and guidance for Centre personnel to support effective and reliable centre assessment and quality assurance.

The Qualifications Development team are also responsible for testing the efficacy of qualifications, prior to their implementation.

7. Who can Grade and Mark PAL Apprenticeships under the reforms?

PAL will still undertake or all of the assessments and where PAL assesses they will mark and grade in accordance with PAL's grading and marking criteria for that apprenticeship standard.

Centres that are approved by PAL as a result of successfully going through PAL's approval process will be able to undertake Centre assessments as agreed with PAL, these assessments will be internally quality assured by the Centre and subject to EQA sampling by PAL, in accordance with the Centre's risk status, PAL's CASS approach and any other additional special conditions placed on the Centre as agreed and required by PAL.

8. Quality Assurance

Quality assurance of assessment consists of several elements. These can be distinguished according to the different stages of the assessment process at which they operate:

- **Pre-assessment activities** (include design research, testing assessment approaches and consulting with relevant stakeholders to ensure the assessment content and support guidance are appropriate and directed to the specific qualification or standard) - **PAL's Development Team (EPA, Apprenticeship assessments under reformation and Qualifications)**
- **The assessment itself** (including measures to assure the fairness of assessment conditions, such as invigilation, appropriate adjustments, and application of special considerations where applicable, and scrutiny of assessment instrument performance to include apprenticeship standards reviews)-

PAL's Quality Team, the Development Team will lead on assessment instrument performance evaluation, supported by the Quality Team

- **Marking** (including use of individual apprenticeship standard assessment plans for apprenticeship standards, in respect of KSB coverage, and grade boundaries, the independence of the assessor from the apprentice and in some instances, double-marking or blind marking) For qualifications PAL will ascertain centres are clear about grade boundaries and can apply them and that Centre policies support fair, unbiased and objective assessments. For the reformed apprenticeships, grades and marking criteria will be set by PAL, who assesses will depend on Centre status and Centre risk as determined by PAL and EQA activities **PAL's Quality Team/EQAs**
- **Internal Quality Assurance** (scrutiny of the assessment activity by internal quality assurers (IQAs); standardisation of assessment marking through activities such as standardisation and internal mechanisms to challenge grades and marks). **PAL's Quality Team**
- **External Quality Assurance-** (scrutiny of assessments of Centres by PAL EQAs and Quality team; EQA standardisations; Centre support sessions and EQA mechanisms **to challenge and change Centre grades and marks**) **PAL's Quality Team and EQAs**

Please note as Skills England and Ofqual's guidance and requirements are finalised regarding apprenticeship assessments, PAL will review this policy, so this content is subject to amendments

Appendix one provides further context regarding the context of vocational assessment grading.

8.1 Sampling for Apprenticeship Standards- EPA

The EPA Quality Manager oversees PAL's sampling strategy, which is a risk-based approach to sampling, and the quality team will sample the following for all apprentices:

- Overall scores and final grades- ensuring relevant metrics, and assessment protocols used to cross-check and support assessment decisions, in line with the assessment plan and PAL specification guidance.
- The content of report and language used is the report accurate, does not indicate any unfair bias in its judgments and evaluative and the decision making is valid, reliable, and fair.
- Feedback and decisions sufficiently justified, with evidence to support the decision. Reporting is in line with PAL's protocols and within the specified assessment window. Marks and grades are confirmed.

This impartial and independent checking and confirmation of marking and results ensures the application of marking is consistent and applied fairly by all assessors, assessing any apprenticeship standard.

8.2 Sampling for Qualifications, Centre assessment and Centres

The Qualifications Quality Manager supported by the Lead EQA oversees the Centre assessment/qualification sampling as determined by the CASS strategy and they will typically sample the following for all learners forming part of their sample:

- Overall scores and final grades- are given in accordance with the relevant qualification assessment strategy and qualification specification
- The content of report and language used is the report accurate, does not indicate any unfair bias in its judgments and evaluative and the decision making is valid, reliable, and fair.
- Feedback and decisions sufficiently justified, with evidence to support the decision, which is valid, authentic, current, sufficient and relevant and reliable

9. Marking and Assessment Criterion

Assessment demonstrates how well a learner/apprentice has performed against a predetermined set of descriptive criteria, in some aspects of assessment the grade is just a pass or fail, in most cases, grading recognises non-achievement and levels of performance. Apprenticeships and vocational qualifications criteria seek to describe a range of skills, knowledge and in some cases behaviours that correlate with the grade boundaries. In essence, they

define what an excellent/good, a satisfactory and an unsatisfactory performance looks like, in the assessment setting.

With the current apprenticeships the level of risk in the marking process, which adds pressure to boundary decisions, is influenced by the levels of clarity in the standard assessment plans, (for which PAL has no jurisdiction), the quality of the assessors' understanding of the KSBs and proficiency constructs, the training and guidance provided to the assessor and quality assurance activities that aid consistency and comparability of assessment outcomes.

It is the responsibility of PAL to articulate their interpretation of the standards and how they will assess and grade such assessments, in line with the stated assessment plan. PAL also has a responsibility to ensure all stakeholders are familiar with the standard requirements and assessment methodology.

PAL, as an EPAO, cannot offer feedback on the suitability of training delivery and training programme design, nor provide any sort of advice that could be construed as offering specific training guidance to enhance or improve grade outcomes.

PAL's assessment feedback and grading should inform apprentices and associated third parties where competence was demonstrated, and level of performance achieved.

Apprenticeship standards in the main adopt 'controlled response item'⁶ mark schemes for Multiple Choice Questions (MCQs) or Situational Judgement Tests (SJT) or tests including scenario-based questions. Mark schemes for these types of knowledge tests are mainly points-based with a single correct answer. Short and extended answer questions can be points-based with the added inclusion of a wider list of acceptable answers and the detailing of marker guidance.

For other assessment methods, including professional discussion/structured interview and questioning following a project or presentation, many of these assessment activities deploy a level-based marking format, which incorporates any grading criteria from the assessment plan and offers a clear structure for the assessors. To fill in the gaps on assessment guidance, omissions often found in assessment plans, protocols have been defined to guide independent assessors on the number of questions and the procedures for any follow-up questions to ask. Indicative content has also been laid out for pass grades and above, for independent assessors to reach consistent assessment decisions and differentiate across achievement levels.

In developing marking guidance, PAL considers the subject matter, the designated assessment method as prescribed by the assessment plan, the abilities and competence being assessed and how the results will be used. Some Apprenticeship assessment plans detail weightings⁷ and where they exist, PAL adheres to such guidance and builds this into the aggregations of results.

PAL has marking criteria for each apprenticeship standard we are approved to assess.

For qualifications and centre based assessments, and the reformed apprenticeships PAL's qualification/apprenticeship specification and assessment strategies takes the place of the assessment plan in the case of qualifications or provides amplification for the basic apprenticeship plan and supporting guidance and PAL does have control of the qualification content and in the case of apprenticeships getrar

⁶ A mark scheme which lists the points that are acceptable for an answer. This will normally award one mark per acceptable point up to a given maximum, and there are usually a few more acceptable answers than the maximum mark. Such schemes can be used for items carrying just a couple of marks to assessing an essay. Such a scheme will also need to indicate any variations in the expression of each acceptable point which will be allowed. Mark Schemes in Knowledge Based Qualifications: A Good Practice Guide (Qualifications Wales, 2019)

⁷ New and revised assessment plans tend to have equal weighting across assessment components.

control in determining assessment methodology. Additionally, PAL does not assess qualifications, approved Centres do and they are required to meet and adhere to PAL's Centre approval criteria. For the reformed apprenticeships, grading and marking requirements will be assigned to a specific standard, and regardless of whether assessment is PAL or centre driven the same marking criteria and requirements will apply and outcomes will be subject to quality assurance.

Assessment instrument development is broadly similar, with PAL setting any grade boundaries as a result of the design and development consultation and qualification pre-assessment and review process.

9.1 What do we mean by marking criteria?

Marking criteria are essentially PAL's standards of judgement for the set assessment(s) they are informed by the specific assessment plan or qualification specification and assessment strategy.

9.2 Why is it important to have marking criteria?

From the assessor⁸ perspective:

- To ensure that marking is reliable
- Good marking criteria and should ensure that different markers can assign consistent grades
- To ensure that assessors are measuring what the assessment is intended to measure
- Good marking criteria makes feedback production more efficient and less labour intensive.

From an apprentice, learner, Centre, Third Party Provider, and employer perspective:

- To ensure consistent, reliable, and comparable outcomes
- To support credibility of the apprenticeship programme/qualifications and final grades
- To reduce any issues of bias in marking, (intended or unintended)

10. Borderline-checking

For EPA activities the EPA quality team, as part of the quality assurance sampling process, will identify and assign a moderator to borderline assessment outcomes. Borderline cases are judged as results, where an apprentice has missed a grade by 1-2 marks, where assessment plans are open to plausible alternative interpretations. Please refer to the EPA Quality Assurance Countersigning, Moderation and Standardisation Policy, PAL will extend a similar approach to PAL assessments for the reformed apprenticeships and will review with Centres the suitability of their approach to borderline assessments and depending on the Centre risk status PAL may wish to have direct involvement in moderation of borderline cases. In all circumstances borderline cases will form part of an EQA sample

For qualifications and permitted centre assessments for the reformed apprenticeships PAL will expect Centres to have a suitable process for borderline checking and to inform PAL of such cases, as these events are likely to be subject to external quality assurance sampling. PAL will expect Centres in borderline cases to request a full moderation of all the assessment components, based on the evidence available. For evidence such as portfolios, projects or assignments, blind marking should be used. For assessments such as competency-based interviews, observations, professional discussions and skills challenges and presentations, open marking should be used. PAL as part of the EQA sample reserves the right to review and overturn results where the EQA determines the centre assessment decision is flawed and non-compliant with the qualification requirements and centre approval conditions.

11. Grading

Grading differentiates an apprentice's or learner's performance, provides motivation and ambition by recognising high achievement and helps to raise industry confidence in vocational qualifications (standards). If grading is to have meaning and purpose, it must have a clear relationship with the standard's or qualification's objective proficiency. All users of the qualification or standard must be able to interpret the grades in the same way, and the assessment documentation must define the grading criteria.

⁸ The principles noted here apply to both Centre assessors and PAL EPA/Independent Assessors

For example....

A successful independent assessment for current apprenticeship plans requires the apprentice to meet all the knowledge, skills, and behaviours criteria, to achieve a pass. A successful qualification assessment requires the learner to meet the learning outcomes and assessment criteria as defined by the qualification units and any rules of unit combination to be deemed competent.

The current Apprenticeship standard assessment plans do have a variance of different grade criteria and grade boundaries. Some plans have fail, pass, merit and distinction, and some standards have fail, pass and distinction. Differing grade boundaries mean some assessment plans will set a pass at 50% and a distinction at 70% and others will make the pass at 70% and a distinction 85% and there are various grade boundaries in between. The nature of the standards and assessment plans means that different metrics are applied to different standards.

Approaches to the achievement of grade outcomes differ between standard assessment plans. Some apply a mark scheme with grade boundaries for each assessment method/component, which culminate in an overall score and grade. Others weight specific KSBs to influence grading. Weighting of assessment methods is determined by the assessment plan and replicated in assessment tool design.

There is no compensation rule in assessment plans from the perspective that an apprentice can fail to demonstrate competence in any KSB and still achieve a pass (compensation is a marking process that allows for marginal error in a limited number of assessment areas on the basis that overall performance remains sufficient to merit the award of the standard).

A compensation rule allows an apprentice who is just below the pass level in one component to compensate for the shortcomings by a correspondingly above the minimum mark in another component. The vast majority of assessment plans are explicit about the requirement to pass all components and meet all criteria. Additionally, some assessments such as MCQ tests are comprised of two parts and the apprentice is required to pass both parts of the test, in order to pass, regardless of if their % score equates to a pass; other tests may require the passing of questions related to specific areas of occupational skills and knowledge. Marking functions must assimilate all the assessment features as described and required by an apprentice assessment plan, to ensure reliable marking by PAL and comparability of assessment outcomes across EPAOs

The new apprenticeship plans set performance have performance category descriptions, typically pass and distinction and utilising the assessment outcomes, and category descriptions it is for the Awarding/Assessment organisation to set and provide the details for marking and grading. Note with the new plans, AOs and centres are not responsible for marking/grading behaviours this is reliant on employers. In addition to greater flexibility regarding resits and resubmissions, which includes no limiting grade, the use of meeting Assessment outcomes, which does not include every KSB, means in effect the mastery concept is no longer applied, and a form of compensation is at work.

AOs in setting the assessment strategy will review the mapping as outlined in assessment plans and make a judgement as to whether the mapping and suitable evidence against the outcomes is sufficient to deem an individual competent in respect of the role. Technically the outcomes are a statement of role competence, however PAL through its design activities and assessment testing will consider and formulate its grading and marking criteria to provide reassurance of role competency.

For PAL qualifications, PAL determines the grade criteria and boundaries and the rationale for the selection is determined by the assessment strategy and the assessment methods chosen for units/qualifications are assimilated into the assessment tool design.

Technical qualifications work on the same foundations as apprenticeship assessment plans, so they do not allow for compensatory marking. Where PAL qualifications do not require learner mastery, the assessment strategy and specification will make this clear and detail why a non-mastery approach has been elected.

12. Feedback

Independent end-point assessment reports must offer feedback that makes clear the outcome and grade of the assessment for internal quality assurance. Judgements need to be evaluative, constructive, and objective. As an EPAO, PAL provides an assessment report or mark sheet for each element of assessment for internal use, and an End-Point assessment summary report which provides apprentices, employers, and providers with information regarding competence across the standards and assessment activities. The End-Point assessment summary report also indicates ksb's not achieved in the case of a fail for apprentices, employers and providers.

Centre assessment reports for qualifications and reformed apprenticeships should follow the same principles as above and the Centre IQA strategy and implementation should ensure judgements and feedback is evaluative, constructive, objective and proven with learner evidence. EQA sampling will review assessor judgment and reports and IQA feedback to confirm Centre practices are aligned to PAL Centre and qualification conditions and requirements.

Where there is hybrid assessment, for example a Centre undertakes the assessment of one component and the AO undertakes another component and there is evidence of inconsistency in the style of feedback and grading and marking, this is likely to trigger moderation activities and potentially additional training for Centre personnel, Centre risk status reviews and sanctions, where it is found the Centre's grading and marking contains inaccuracies or is flawed.

Resits and Retakes Apprenticeships

Please note this is an area where the new apprenticeship plans take a significantly different approach to resits and resubmissions, it is therefore essential that third Parties and Centres take account of the apprenticeship plan and Skills England guidance and PAL instruction which will incorporate regulatory requirements and Skills England Principles.

Under the current assessment plans specify a maximum number of resits or retakes, others do not. Where there is no limit to the number of resits or retakes an apprentice can have, PAL defines the approach to resits and retakes and any limitations on final grades.

epaPRO, PAL's assessment management system will record all assessment components and outcomes, this includes fails and voided assessment and such data is collected by Ofqual on an annual basis.

PAL will adhere to the number of resits and retakes allowed by the specific assessment plan and will not offer further resits or retakes, unless there is a case for applying exceptional circumstances. Apprentices, employers, and providers should refer to the relevant version of an assessment plan in respect of resits and retakes.

It should be noted apprentices when undertaking resits and retakes will in the case of tests, undertake a different test version and in respect of other assessments, such as professional discussions, questions etc. will be changed. PAL will incorporate the assessment plan requirements, where plans specify a specific approach to re-assessments. See: PAL's Resit and Retake Policy for further information. PAL personnel will also have access to the resit and retake table, which provides a breakdown for each standard, the maximum number of resits and retakes and whether grade capping is applied.

13. Grade Capping Apprenticeships

Providers, employers, and apprentices should refer to the respective assessment plans to check the resit and retake allowances and the impact on grading. For many standards, a resit or retake will result in an overall limiting grade of a pass under current arrangements. For the new apprenticeship plans the indication is there is no grade capping, no limit on the number of resits and the opportunity to resit to improve grades.

PAL in its specifications will advise on what we believe is a fair and acceptable level of resits and there will be a charge for resits

14. Resits and Retakes Qualifications

PAL's Assessment Strategy and Qualification specification specifies the resits and retakes procedure in respect of any qualification. Centres will be advised of any conditions and criteria regarding qualification resits and retakes by the PAL Quality Team.

15. Grade Capping Qualifications

PAL will advise Centres of any grade capping procedures for PAL technical and general qualifications, and information regarding any specifics to grade capping will be described in the relevant qualification specification.

16. Grading and Marking Responsibilities

16.1 Apprenticeship Standards and EPA

It is the responsibility of the Quality Manager and the quality team to ensure all EPA Independent assessors and IQAs know how to apply, and use marking schemes and allocate grades correctly.

It is the responsibility of the Quality Manager and the EQA team to ensure all PAL Centre recognised and approved personnel are aware of and know how to apply and use relevant qualification marking schemes and allocate grades correctly.

The Qualifications Director is responsible for the provision of marking guidance and any appropriate amplification for both qualifications and apprenticeship standards; this will include the sanctioning of suitable exemplars and templates that offer guidance to appropriate stakeholders as well as supporting equitable marking and grading. The Qualifications Director will be supported by the respective the Development and Quality teams in this area of work.

For EPA the Quality Manager and quality team are responsible for implementing marking strategies and sampling assessment decisions to guarantee accurate assessment judgements in the case of apprenticeship standards.

The Qualifications Director is responsible for the sign-off of all assessment instruments for apprenticeship standards and qualifications and will oversee the reviews of all assessment instruments and grading and marking guides. In their absence these responsibilities will fall to the PAL Development Team, supported by the Managing Director.

For EPA work the Quality Manager and IQAs are accountable for sampling assessments, confirming marking, and grading decisions to ensure assessment across all standards and assessors is consistent, fair, and reliable.

Assessors are responsible for undertaking assessment and marking, in accordance with the assessment and marking guidance provided.

IQAs will sample assessment activities based on the individual risk banding of the assessor for the standard, as well as factor in any specific challenges the specific assessment plan brings to the end-point assessment, and the quality team will confirm the accuracy of assessment and grades awarded.

The quality assurance process facilitates standardisation activities, which assessors are required to attend, in line with the minimum number of standardisations, as stipulated in the respective assessment plans and determined by PAL's Quality Assurance arrangements.

The PAL Support Services team are responsible for the accurate communication of results to all relevant stakeholders, these include employers, providers, and Department for Education (DfE) who oversee the agency and or department responsible for apprenticeship certification. For employers and providers, we encourage these parties to use their assigned log-in to epaPRO to track assessment progress and assessment outcomes and grading.

The Business Operations Director supported by the Assessment/Account Managers is responsible for the data collection and collation of assessment results and responding to such data requests from the regulator or other agencies.

16.2 Qualifications and Centre Assessments

For Centre assessments and qualifications, the Quality Manager, EQAs and quality team are responsible for informing Centres of the correct marking strategies. Grading and marking will be subject to EQA scrutiny predicated on Centre risk status and PAL's CASS.

The Quality Manager and EQAs are accountable for sampling Centre assessments, confirming in accordance with the CASS marking and grading decisions made by Centres in respect of PAL qualifications are consistent, fair and reliable.

Centre Assessors are responsible for undertaking assessment and marking, in accordance with the assessment and marking guidance provided for specific qualifications/ apprenticeship standards as provided by PAL.

Centre IQAs will sample assessment activities based on the individual risk banding of the Centre assessor for the qualification/apprenticeship standard, as well as factoring in any specific challenges the specific qualification/apprenticeship standard brings to assessment and the Centre IQA team will confirm the accuracy of any assessment and grades awarded for qualifications, for apprenticeship standards, overall results will be subject to PAL sign-off.

Centres are responsible for the accurate communication of results to PAL, using the appropriate platform and communication channels.

PAL's Support Services Team, subject to PAL's Quality Team approval, are responsible for the issuing of final results to the relevant stakeholders and PAL will issue or claim certificates according to the qualification type/ apprenticeship standard and funding requirements, where these are publicly funded.

The teams that fall under the Business Operations Director are responsible for the data collection and collation of assessment results and responding to such data requests from the regulator or other agencies. The Business Operations Director will delegate such tasks appropriately ensuring they have sufficient oversight, can provide the Responsible Officer with event notification where needed and keep the Quality and Standards Committee and PAL Board apprised of assessment; centre performance, trends and anomalies across standards/qualifications/Centres/learners.

The Responsible Officer in all circumstances must have oversight results and awards and be able to maintain the relevant governance logs such as event notifications and ensure that sanctions or panels for malpractice or appeals are appropriately constituted and any investigations are undertaken in accordance with PAL's investigation procedure.

17. Authenticity of Evidence

17.1 Apprenticeship Standards and EPA

PAL will carry out checks to ensure that evidence provided by the apprentice has been produced solely by them, which may be through a signed declaration or authentication statement. These checks will include ID checks and the use of plagiarism software to confirm learner/apprentice evidence ownership and accurate use of referencing and citations, to include checks regarding ineligible deployment and use of AI.

All parties should be familiar with PAL's plagiarism and cheating policy and maladministration and malpractice policy, and the actions PAL will take where it has reasonable belief and/or tangible evidence that work, presented as the apprentice's is falsified in some fashion or form.

Apprentices are required to provide proof of ID prior to end-point assessment and information regarding suitable forms of ID are explained via the PAL Padlets.

17.2 Qualifications

Centres are required to have the appropriate capacity and capability to accurately assess and determine the authenticity of learners evidence, this includes an IQA strategy and implementation that effectively samples assessment decisions and appropriate policies and procedures that details effective practice and the penalties and outcomes for contravention of these practices.

As above all parties should be familiar with the policies as stated above and the Centre will as part of the Centre approval process and on-going engagement with PAL EQAs have their own policies in these areas.

Centres should have processes for validating learner's identities that are congruent with any funding requirements and Ofqual regulatory conditions.

18. Special Considerations and Reasonable Adjustments

PAL is committed to complying with all current and relevant regulations and legislation to the development and delivery of our apprenticeship (standards) and qualifications. Our aim is to facilitate open access for all apprentices who are eligible for reasonable adjustments or special considerations in assessments, whilst ensuring the assessment of knowledge, skills and behaviours are not compromised in any way for all the protected characteristics within the Equality Act 2010.

Centres will need to demonstrate as part of the Centre approval process they have an appropriate policy and procedure to address special considerations and reasonable adjustments and EQA activities and CASS will seek to regularly sample and check how this policy is applied across the Centre's learner/apprentice cohort, ensuring alignment with PAL's policy and the qualification/apprenticeship standard assessment strategy and specification.

Further guidance regarding Special Considerations and Reasonable adjustments is available in PAL's Special Considerations and Reasonable Adjustments policy and procedure and guidance.

PAL's Quality team will ensure for EPA activities that reasonable adjustments and special considerations are applied in a way that does not give a learner/apprentice an unfair advantage or disadvantage as a result of their application.

Centres should ensure that reasonable adjustments and special considerations are equitable and fairly applied and expect EQA scrutiny where assessments have made use of these provisions.

18.1 EPA- Special Considerations and Reasonable Adjustments

The Equality Act 2010 requires that PAL has in place clear arrangements to make reasonable adjustments that ensure that any apprentice with a disability, as defined by the Act, is not placed at a substantial disadvantage in comparison with learner/apprentice who is not disabled.

Assessment must be an inclusive and fair test of an apprentice's/learner's knowledge, skills and behaviours as stipulated in the assessment plan. Usual assessment processes for some apprentices may not be suitable, as such PAL ensures that the apprenticeship qualifications (standards) and assessments deployed do not unfairly advantage or disadvantage apprentices undertaking end-point assessment⁹. See: PAL Reasonable Adjustments and Special Considerations Policy.

18.2 Qualifications- Special Considerations and Reasonable Adjustments

Centres should act in accordance with the Equality Act, the terms of their Centre approval with PAL and ensure that Centre personnel and learners are aware of the Centre's approach to granting and applying special considerations and reasonable adjustments. Learners achievements must be a result of valid and fair assessment, and no individual or group of individuals should be advantaged or disadvantaged as a result of the Centre practices

19.Voids and Adjustments

19.1 Apprenticeships- Voids and Adjustments

PAL recognises that there will be situations that present themselves where an assessment cannot take place at an agreed time and date and reasonable consideration will be given to each case.

Assessments could be voided for several reasons – the following list is not exhaustive but gives an outline as to why an on-line and remote assessments might be voided:

- System error for on-line tests – test fails to load correctly on the test platform, malfunction of the test platform, so either the test cannot progress further or questions not displaying correctly, or test fails to upload correctly after the test completion
- Internet connectivity issue for remote assessments – if the internet connection is not strong enough to last the entirety of the assessment there could be drops in the feed where the learner/apprentice is not being monitored for the assessment entirety

Although a rare event, assessments may need to be abandoned or stopped. The assessor is required to notify PAL of an event where an assessment is stopped or abandoned, using the appropriate in-house reporting systems, and ensure records reflect the nature of the incident.

PAL's Special Considerations and Reasonable Adjustments Policy provides clarification on PAL's classification of events that constitute where a special consideration may be justifiably applied. Special considerations should not give the apprentice an unfair advantage, neither should it mislead an employer/provider regarding the apprentice's achievements for certification. The apprentice's results must reflect the achievement in assessment and not their potential ability.

If a special consideration is granted this may result in a post-assessment adjustment to the assessment outcomes and grades of the apprentice. The adjustment will depend on the circumstances and reflect the difficulty faced by the apprentice. The Quality team will make the ruling on the application of special considerations and any impact on final grades.

See: PAL Special Considerations and Reasonable Adjustments Policy and PAL's Resit and Retake policy.

Where there has been a clear flaw in the assessment process (for example a mistake with a MCQ test question and/or the wrong option assigned as the correct option), PAL has a responsibility to ensure that this does not have a significant impact on the fairness or robustness of the final marks.

Where such a flaw is identified PAL in the first instance will report this to the regulator. Subject to the regulator's recommendations PAL will develop and implement a suitable adjustment to be applied on an individual or wider cohort basis, dependent on the nature of the flaw and how many apprentices have been subject to the flawed assessment.

Potential flaws may be identified by assessors, reported by third parties, or revealed as a result of quality assurance checking or a comparison of assessment outcomes and grades by different assessment methods.

Where an assessment adjustment occurs, the details of the process and reasons for its use will be agreed with the relevant regulator. The approved adjustment and its rationale should then be communicated clearly to all apprentices who took/experienced the flawed assessment.

Any report to the regulatory bodies will detail the rationale for marks adjustment; the method used; the method used to inform relevant stakeholders; and any remedial measures implemented as a result of marks/grade/outcome adjustment.

PAL will also review its processes and policies in connection with the assessment mistake, evaluate if there is a need for further training and development of personnel and withdraw or correct the flawed assessment with immediate effect. If the erroneous assessment outcome is a result of maladministration or malpractice, PAL will invoke the M&M policy and take appropriate action based on the outcome of any investigation

19.2 Qualifications- Voids and Adjustments

PAL recognises that there will be situations that present themselves where an assessment cannot take place at an agreed time and date and Centres need to give reasonable consideration as to when applying a void or adjustment to an assessment are required; additionally, the Head Of Centre, or nominated Centre person must inform PAL of any such actions. PAL may wish to review the evidence for such action at the time of reporting, or include this in the next EQA sampling, such interventions will be dictated by the Centre's risk rating.

Assessments can be voided for several reasons – the following list is not exhaustive but gives an outline as to why an on-line and remote assessments might be voided:

- System error for on-line tests – test fails to load correctly on the test platform, malfunction of the test platform, so either the test cannot progress further or questions not displaying correctly, or test fails to upload correctly after the test completion
- Internet connectivity issue for remote assessments – if the internet connection is not strong enough to last the entirety of the assessment there could be drops in the feed where the learner/apprentice is not being monitored for the assessment entirety

Although a rare event, assessments may need to be abandoned or stopped. The Centre is required to notify PAL of an event where an assessment is stopped or abandoned, using the appropriate reporting systems, and ensure records reflect the nature of the incident.

PAL's Special Considerations and Reasonable Adjustments Policy provides clarification on PAL's classification of events that constitute where a special consideration may be justifiably applied.

Special considerations should not give the apprentice an unfair advantage, neither should it mislead others regarding the learner's achievements for certification.

If a special consideration is granted this may result in a post-assessment adjustment to the assessment outcomes and grades of the apprentice. The adjustment will depend on the circumstances and reflect the difficulty faced by the learner. The Centre should contact PAL where special considerations are requested and the PAL Quality team in discussion with the Centre will make the ruling on the application of special considerations and any impact on final grades.

See: PAL Special Considerations and Reasonable Adjustments Policy and PAL's Resit and Retake policy

Where there has been a clear flaw in the qualification assessment instruments, see above section.

Errors, flaws or mistakes in assessment materials may be identified by Centre or PAL personnel or revealed as a result of internal or external quality assurance checking or a comparison of assessment outcomes and grades by different assessment methods and different Centres. However, identified, they must be reported to PAL's development team and Responsible Officer who will assess whether an event notification to the regulator is required.

Where an assessment adjustment occurs, the details of the process and reasons will be notified to the regulator, who may be satisfied with PAL's recommendations or require further action. Approved adjustments and rationales will then be communicated clearly too all affected parties who took/experienced the flawed assessment and/or qualification. Any report to the regulatory bodies will detail the rationale for marks adjustment; the method used; the method used to inform relevant stakeholders; and any remedial measures implemented as a result of marks/grade/outcome adjustment.

PAL will also review its processes and policies in connection with the assessment mistake, evaluate if there is a need for further training and development of personnel and withdraw or correct the flawed assessment with immediate effect. If the erroneous assessment outcome is a result of maladministration or malpractice, PAL will invoke the M&M policy and take appropriate action based on the outcome of any investigation either within PAL or at Centre level.

20.Appeals

See: PAL's Appeals and Enquiries Policy respectively for EPA and Qualifications. PAL approved Centres are required to have a Centre appeals and enquiries policy and procedure that is shared with Centre personnel, learners and any other relevant stakeholders. EQA activity will review how a Centre addresses appeals and enquiries and communicates these matters with PAL.

21.Data Security and Security of Assessment Materials

Please see PAL's Confidentiality and data privacy and protection policies and statements. Centres are required to have suitable policies and practices to protect personal data and ensure the security of assessment materials

22.Issuing of Results

See: Results and Awards policy EPA and PAL's Qualifications Registration and Certification Policy and Procedure

23.Monitoring and Review

This policy as a minimum will be reviewed as a minimum on an annual basis.

24.Regulatory References

PAL is required to establish and maintain compliance with regulatory conditions and criteria. This policy relates to Ofqual General Conditions of Recognition: compliance of qualifications with regulatory documents D5; results for a qualification must be based on sufficient evidence H5; issuing results H6. Condition EPA1 Compliance with Assessment Plans and gateway requirements. Condition EPA3 Notification to Ofqual of certain events in relation to EPAs

Date created: 6th June 2018

Last review: 26th September 2025

Next review: 26th September 2026

Person Responsible for Review: Qualifications Director

This Policy has been agreed by the PAL Board

Appendix One - Background to Grading Vocational and Technical Qualifications to include Apprenticeship Standards

The information included in this appendix takes directly from the following research and report:

Research and Analysis- Grading Vocational & Technical Qualifications

Recent policies and current practices

Paul E. Newton from Ofqual's Strategy, Risk and Research directorate

November 2018- Ofqual Ofqual/18/6441/3

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There are plenty of precedents for grading VTQs, both historically and internationally. However, in England, under the influence of Competence-Based Assessment (CBA), such practices waned. CBA took root in England, in the 1990s, with the introduction of National Vocational Qualifications (NVQs), as a direct result of dissatisfaction with the traditional General Qualification (GQ) assessment approach when applied in vocational settings. The hallmarks of CBA are very distinctive, including design requirements such as:

- The atomistic specification of measurement standards in terms of learning outcomes and assessment criteria.
- A mastery measurement model, meaning that a certificate of competence could be interpreted to mean competent across each and every learning outcome and assessment criterion.
- Assessment based on the exhaustive sampling of learning outcomes and assessment criteria.

In recent years, following the publication of the Wolf Review, the Richard Review, and the Whitehead Review, grading has become a political imperative; particularly for VTQs that are to be recognised in school and college performance tables; as well as for new Apprenticeships, and for new Technical Qualifications.

In the research associated with this report the research revealed that mastery was not the only measurement model in operation. In fact, four different aggregatory principles were observed:

- 1) **Mastery** – overall result represents (or tends towards) the lowest level of proficiency across a specified domain, or subdomain.
- 2) **Compensation** – overall result represents an average level of proficiency across a specified domain, or subdomain.
- 3) **Configuration** – overall result represents a particular pattern, or configuration, of proficiencies across a specified domain, or subdomain; and
- 4) **Charity** – overall result represents (or tends towards) the highest level of proficiency across a specified domain, or subdomain.

All the sampled qualifications connected with this research operated aspects of both mastery and compensation. Many of the qualifications operated at least three of these principles simultaneously, and some all four. Apprenticeship standards and associated assessment plans are predicated on the mastery principle.

A more recent perspective treats qualification design as a process of 'measuring the learner' with (more or less explicit) reference to a **proficiency specification**.

Developing a proficiency specification is not simply a matter of characterising the proficiency **construct**, i.e., the boundaries of the content domain, and the elements of knowledge and skill that it includes. It is also a matter of characterising the proficiency **scale**, i.e., the features that distinguish different levels of proficiency.

Consequently, the **proficiency construct-scale** explains what it means for one candidate to have achieved a higher level of proficiency than another. It is therefore obviously relevant to qualifications that award higher grades. Yet, it is equally relevant to qualifications that only award a passing grade because that still requires us to specify what distinguishes a candidate who is minimally competent from a candidate who is not yet competent.

The introduction of National Vocational Qualifications (NVQs) in England, during the 1990s, reflected a shift in perspective from ‘assessing the curriculum’ to ‘measuring the learner’. NVQs were conceptualised *purely* in terms of measuring learner competence, regardless of whether or not that learner had followed a formal course of learning, bounded by a curriculum. Instead of a curriculum, NVQs specified the **elements of competence** that comprised a domain of practice (thereby articulating the construct), alongside **performance criteria** that were used to judge whether or not each element had been achieved (thereby articulating the scale). The model underlying this shift in perspective – which was known as **Competence-Based Assessment (CBA)** – generalised beyond the NVQ context to influence the design of VTQs (and qualification frameworks).

Recent policy context

Recent debate over assessment practices within VTQs in England has been influenced by a number of high-profile reports, including:

1. Wolf (2011) Review of Vocational Education.
2. Richard (2012) Review of Apprenticeships; and
3. Whitehead (2013) Review of Adult Vocational Qualifications in England.

Each of these reports identified grading as a growing concern:

One fundamental problem for educational institutions is that they are competence- based awards which are meant to attest that someone has reached a particular threshold or level of workplace competence. [...] However, any candidate for educational progression needs to demonstrate not only a specific level of competence, but relative performance, otherwise the qualification is of little use to selectors. While a considerable number of QCF awards do allow for grading, awarding bodies told the review that this had been very difficult to achieve.

(Wolf, 2011, pp.86-7)

Also, similar to a university degree, I believe that the test at the end of an apprenticeship should be graded. Prospective employers should be able to use the grade in the test as evidence of the apprentice’s ability and potential.

(Richard, 2012, p.56)

Vocational qualifications provided for adults should be designed to use a pass, merit, distinction structure or a more detailed scale, where such differentiation will increase the qualifications’ value to employers and individuals [...] while acknowledging that for some qualifications, including some licenses to practice, the costs of introducing grading may outweigh the benefits.

(Whitehead, 2013, p.35)

A subsequent report from the Independent Panel on Technical Education (Sainsbury, 2016) also mentioned grading, albeit in passing.

The government has responded to these reports by promoting the increased use of grading within VTQs, Apprenticeships, and Tech level (T level) Technical Qualifications (e.g., BIS, 2014; DfE, 2017a). Grading has also been specified as a blanket requirement of qualifications submitted to the Department for Education (DfE) for consideration as Technical Awards, Technical Certificates, Tech Levels or Applied General qualifications, for inclusion in the key stage 4 and 16-to-18 performance tables from 2020 (DfE, 2017b).

The General Conditions of Recognition GCR

QCF regulations, which were specific to QCF qualifications, were superseded by the General Conditions of Recognition (GCR), which now apply to all regulated qualifications in England, whether GQs or VTQs. The GCR regulations do not specify design requirements in anywhere near the same level of detail as the QCF regulations did⁹. This permits greater variation in the design of VTQs – thereby supporting innovation – and assumes that validity ought to be the primary consideration when designing qualifications. In relation to the present report, with its focus on grading and levelling, the key regulatory documents are the:

1. General Conditions of Recognition (Ofqual, 2016); and the
2. Qualification and Component Levels Requirements and Guidance for All Awarding Organisations and All Qualifications (Ofqual, 2015a).

Levels

Although the QCF was withdrawn, and the focus for both design and regulation shifted back from units to complete qualifications, the concept of qualification levels (which had been associated with the NQF, prior to the QCF, and with NVQs too) was retained. The Regulated Qualifications Framework (RQF) was introduced to help people to understand the range of qualifications that Ofqual regulates, and to support consistency in how AOs describe the size and challenge, or demand, of the qualifications they offer. The RQF adopted the existing QCF levels (Entry 1 to 3; Levels 1 to 8) and mapped onto the Framework for Higher Education Qualifications, as well as to the European Qualifications Framework. Although level descriptors were updated, the demand of those levels was not changed. The descriptors were revised to become more outcomes-focused, to cover both GQs and VTQs, setting out the knowledge and skills that might typically be expected of someone with a qualification at that level.

In terms of levelling, the General Conditions does not specify a great deal other than that an “awarding organisation must assign one or more levels to each qualification which it makes available or proposes to make available.” (Ofqual, 2016, p.55). The Levels Requirements and Guidance document goes into more detail, including the specification of the descriptors according to which qualifications and components must be levelled. Unlike the QCF level descriptors, the RQF ones are described in terms of only two constructs – knowledge and skills.

Reporting on the outcome of a consultation on the nature of regulation ‘After the QCF’ the simplification of level descriptors was explained as follows:

Some respondents suggested that the level descriptors should also include a category for autonomy and accountability.

⁹ Not only do the many details contained within QCF guidance documents no longer apply, but there are no longer any guidance documents specific to the vast majority of VTQs.

We considered whether to add this category but given the difficulty associated with aligning knowledge and/or skills with autonomy and accountability in some job roles, we have decided to confirm our original proposal and introduce level descriptors only in the knowledge and skills categories.

This will not prevent awarding organisations from assessing autonomy and accountability in their qualifications, but this should not be factored into a determination of level.

(Ofqual, 2015b, p.2)

The new level descriptors are presumed to: “set out the generic knowledge and skills associated with the typical holder of a qualification at that level.” (Ofqual, 2015a, p.5). The descriptors for Levels 2 and 3 are reproduced for illustrative purposes in Annex 3 of this report.

To establish the level of any particular qualification or component, an awarding organisation:

- should look at the range of level descriptors and identify the descriptor (or where the qualification will have more than one level, the descriptors) which provides the best match with the intended knowledge and skills outcomes for their qualification. [...] The fit does not have to be perfect; qualifications might naturally have a more knowledge- or skills-based focus and so will be a better fit with the knowledge or skills descriptor as appropriate.

(Ofqual, 2015a, p.10)

In contrast to the detailed design requirements of the QCF Regulatory Arrangements and associated guidance documents, the process of assigning levels under the General Conditions is essentially post hoc, intended to link the qualification to the level that best describes it. In particular, there is no longer any explicit indication that levels ought somehow to map onto Bloom’s Taxonomy, either conceptually or in terms of how LOs and AC are written.

In respect of apprenticeship standards, it is the contributors to the apprenticeship standard and assessment plan that attributed the level. The EPAO, has to work with the assigned level and pitch their assessment design, development, delivery, and award accordingly.

Grading

Unlike the QCF Regulatory Arrangements, the General Conditions does not explicitly refer to ‘grading’. Instead, grading requirements are implied when the Conditions refers to differentiating between ‘specified levels’ of attainment, for instance:

An awarding organisation must ensure that the specification for a qualification sets out – [...]

(f) the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth), [...]

(h) the criteria against which Learners’ levels of attainment will be measured (such as assessment criteria or exemplars), [...]

(j) any specified levels of attainment.

(Ofqual, 2016, p.46, condition E3.2)

In designing such an assessment, an awarding organisation must in addition ensure that the assessment – [...]

(f) allows each specified level of attainment detailed in the specification to be reached by a Learner who has attained the required level of knowledge, skills and understanding, and

(Ofqual, 2016, p.49, condition E4.2)

An awarding organisation must produce a written document in relation to an assessment which sets out clear and unambiguous criteria against which Learners' levels of attainment will be differentiated.

(Ofqual, 2016, p.49, condition G1.3)

Note that the General Conditions does not require that qualifications must be designed according to a specific measurement model, be that mastery or compensatory. Indeed, there is no regulatory requirement for any VTQ to be based upon either a mastery model or a compensatory model, neither for the passing grade nor for any higher grade.

Finally, it is worth noting that certain kinds of regulated VTQ now have bespoke Conditions. For Functional Skills Qualifications, requirements and expectations are specified for the pass/fail grade only (e.g., Ofqual, 2018a; 2018b); whereas, for Technical Qualifications, requirements and expectations will also be specified for higher grades too (e.g., Ofqual, 2018c).