

## 1st4sport ACTIVTECHs Applied Generals (reformed)

### Qualification codes

[601/7671/4](#) (1st4sport Level 3 Diploma in Sport and Physical Activities)

[601/7690/8](#) (1st4sport Level 3 Diploma in Sports Performance and Excellence)

### Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous, advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied General qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at Level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

### Grading

Overall, these qualifications are graded: Pass, Merit, Distinction.

Individual units are graded Pass, Merit, Distinction. Individual unit grades all contribute to the calculation of the learner's overall qualification grade.

Students who achieve all of the assessment criteria and are awarded a Pass in all units, will achieve the qualification at Pass grade.

Students will be awarded a Merit or Distinction grade if they achieve all of the assessment criteria listed for each unit, in addition to the grade criteria listed against the Merit and Distinction bands.

### Assessment

As noted in Education Context, to be classified as an Applied General qualification, the qualification in question must meet certain criteria. This includes:

- A minimum of 40% external assessment
- A minimum of 60% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

These are the minimum requirements set out by the Department for Education. However, the application of this may differ by awarding organisation; if providers require full assessment detail they should review the specification of the individual qualification they are interested in.

For more detailed assessment information, providers should review the specification of the individual qualification they are interested in on the 1st4sport website.

[Visit the 1st4sport website](#)

## Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

The popularity of Applied Generals has risen over recent years. The entry rate for applicants holding at least one BTEC (either alone or in combination with A levels) was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The fully-reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

[View DfE's technical guidance](#)

[Visit the 1st4sport Qualifications website](#)

Full details for each qualification are available from the 1st4sport website:

[Level 3 Diploma in Sport and Physical Activities](#)

[Level 3 Diploma in Sports Performance and Excellence](#)

## 1st4sport Level 3 Award in Employment Awareness in Active Leisure and Learning (QCF)

### Qualification code

[500/7423/4](#) (1st4sport Level 3 Award in Employment Awareness in Active Leisure and Learning [QCF])

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

This qualification provides an introduction to the active leisure and learning industry, covering the sector as a whole, employment rights and responsibilities, and understanding the employing organisation.

This qualification is a mandatory component of the following advanced apprenticeships offered in the Active Leisure footprint:

- Leisure Management
- Exercise and Fitness
- Coaching
- Sports Development
- Spectator Safety
- Supporting Teaching and Learning in Physical Education and School Sport

### Grading

This qualification is awarded on a Pass/Fail basis. All three mandatory units must be passed for a learner to be awarded the qualification.

### Assessment

This qualification is internally assessed in its entirety.

Students are provided with pre-standardised assessment tools and templates, centres are provided with assessment guidance in order to assess that students work effectively. These tools and templates have been developed to ensure full coverage of the learning outcomes and assessment criteria.

Internal quality assurance is required for all centres, and external quality assurance is conducted at regular intervals by subject-specific external quality assurers deployed by 1st4sport Qualifications.

### Further information

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There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

In respect of this qualification:

- It is delivered as part of an advanced apprenticeship in the Active Leisure and Learning sector.
- It is a small qualification of 61 GLH. If it is presented for admission to HE it is likely to be in conjunction with other qualifications, normally taken within an apprenticeship structure.
- The qualification raises the awareness of employment and the rights and responsibilities of both the employer and the employee. It provides a good understanding of employment issues, preparing the learner for the world of work.
- This qualification has been available for a number of years, and applications can be expected from 2017.

[1st4sport Qualifications](#)

[Qualification specific information](#)

## 1st4sport Level 3 Certificate in Sports Coaching and Performance

### Qualification code

[603/4831/8](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

1st4sport Qualifications are regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

The 1st4sport Level 3 Certificate in Sports Coaching and Performance contextualises coaching knowledge and application for the sports performance environment.

This qualification is not included in the Key stage 5 performance measures because it has not been designed specifically for full time 16-19 programmes as this is an occupational qualification.

### Grading

This qualification is graded on a pass/fail basis. Students must pass all units to achieve the qualification.

### Assessment

This qualification is internally assessed.

Students are required to complete a series of assessed tasks covering the role of the coach; plan, deliver, manage and evaluate a sports coaching programme and to demonstrate their ability to coach sessions. Observation of coaching practice is typically carried out in a simulated, on-course environment. There is no synoptic assessment requirement for this qualification.

Learners are also required to deliver presentations to further demonstrate their knowledge and understanding of the sports performance landscape.

Centres are required to internally quality assure students in line with their centre's IQA policy and sampling plan.

1st4sport externally quality assure each centre in line with a centre's risk profile.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- This qualification is 369 GLH. If it is presented for admission to HE it is likely to be in conjunction with other qualifications.

This qualification would be suitable for consideration for progression to HE. Particularly suited to HE focussing on the sport and physical activity sector, students holding this qualification will have developed coaching skills and personal skills. Students holding this qualification could also use the qualification to enter employment as a coach, working either freelance or under the umbrella of a sports club/organisation.

This qualification has been operational since September 2019.

[www.1st4sportqualifications.com](http://www.1st4sportqualifications.com)

[https://www.1st4sportqualifications.com/centre\\_information/centreinfo\\_our\\_qualifications/qualificationbin/3-cert-sports-coach-perf/](https://www.1st4sportqualifications.com/centre_information/centreinfo_our_qualifications/qualificationbin/3-cert-sports-coach-perf/)

For full qualification handbook and unit specification content, please request from [centreservices@1st4sportqualifications.com](mailto:centreservices@1st4sportqualifications.com)

## 1st4sport Level 3 NVQ Diploma in Sports Development

### Qualification code

[600/4301/5](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

The qualification is aimed at students who are already employed or in a long term work placement as an Assistant Sports Development Officer, Sports Development Officer, or relevant associated role. They might be new members of staff who require an induction into the job role, or existing members of staff who need further training and development. Students must have the opportunity to demonstrate competence in the workplace over time, therefore it is not suitable for students in full-time education, but may be delivered through a school or college engaging with local employers.

### Grading

This qualification is awarded on a Pass/Fail basis. All mandatory units and four optional units must be passed for a learner to be awarded the qualification.

### Assessment

This qualification is internally assessed in its entirety.

Internal quality assurance is required for all centres, and external quality assurance is conducted at regular intervals by subject-specific external quality assurers deployed by 1st4sport Qualifications.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding this qualification may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside the qualification.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.

- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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This qualification would prepare a learner for admission onto a related degree programme in sports development. Students will learn key knowledge and skills to support their development into this industry area. This qualification is normally taken as part of an apprenticeship and has been available for a number of years and universities can expect applicants from 2017.

[1st4sport Qualifications](#)

[Qualification specific information](#)



## 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF)

### Qualification code

[600/9577/5](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This qualification is a mandatory component of the Advanced Apprenticeship in Supporting Teaching and Learning in Physical Education and School Sport, offered in the Active Leisure footprint. The 1st4sport Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport (QCF) develops knowledge and skills to allow individuals to support the delivery of physical education and school sport (PESS) programmes in a school sport environment. While it is delivered through the medium of PESS, the skills may be used by students aspiring to work in other sporting roles, such as coaching.

### Grading

This qualification is awarded on a Pass/Fail basis. All 12 mandatory units must be passed for a learner to be awarded the qualification.

### Assessment

This qualification is internally assessed in its entirety.

Students are provided with pre-standardised assessment tools and templates, and centres provided with assessment guidance in order to assess that students work effectively. These tools and templates have been developed to ensure full coverage of the learning outcomes and assessment criteria.

Internal quality assurance is required for all centres, and external quality assurance is conducted at regular intervals by subject-specific external quality assurers deployed by 1st4sport Qualifications.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.

- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

In respect of this qualification:

- Students who have successfully achieved this qualification will have experience of operating in a school environment, planning and delivering physical education and school sport sessions.
- They will also have an understanding of the teaching profession and possess a foundation knowledge of this area. The qualification would provide a good foundation for students looking to train as a teacher, particularly in this subject area.
- This qualification is 283 GLH. If it is presented for admission to HE it is likely to be in conjunction with other qualifications, normally also as part of an apprenticeship structure
- Applicants for higher education may present this qualification from 2017

[1st4sport Qualifications](#)

[Qualification specific information](#)

## 1st4sport Level 3 Sports Performance suite

### Qualification codes

[601/4158/X](#) (Level 3 Certificate in Achieving Excellence in Sports Performance QCF)

[601/4176/1](#) (Level 3 Certificate in Understanding Sports Performance QCF)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The 1st4sport Level 3 Certificates in Sports Performance provide students with the opportunity to gain the knowledge, understanding, credit and a qualification in:

- performing within the elite sports training and competition environment, specifically within their chosen sport (for the Certificate in Achieving Excellence in Sports Performance)
- understanding how an elite sports performer needs to operate in, and contribute to, the training environment in their chosen sport (for the Certificate in Understanding Sports Performance).

The qualifications are currently the knowledge component of the Advanced Apprenticeship in Sporting Excellence.

They are only available to students who are engaged in this apprenticeship programme.

### Grading

Pass, Fail.

### Assessment

Students are required to provide evidence to show they can meet all the learning outcomes and assessment criteria of each unit.

For the Certificate in Achieving Excellence in Sports Performance this will generally be done by direct assessor observation of the learner performing in a real (non-simulated) training or competition environment, or both.

For the Certificate in Understanding Sporting Excellence this will generally be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessment is carried out by an appropriately qualified assessor and verified by internal and external verifiers.

Assessment tasks and activities chosen should enable students to produce sufficient, authentic, current, valid and reliable evidence that relates directly to the specified criteria. Any assessment tasks and activities created must go through internal quality assurance prior to being used.

As the Certificate for Achieving Excellence in Sports Performance is about the learner demonstrating their competence, most of the evidence should come from observation of their training and competition environments or looking at other forms of evidence from the learner's real work that show how they meet the standard, or both.

All assessments must be conducted in line with the 1st4sport Level 3 Certificate in Understanding Sports Performance (QCF) Assessor/Verifier Guidance to Delivery and Assessment.

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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The Achieving Excellence in Sports Performance (AASE) apprenticeship programme, which this qualification contributes to, has been available for from August 2014. There are current students on the programme who will be applying to higher education for September 2016.

This qualification will be completed with the 1st4sport Level 3 Certificate in Achieving Excellence in Sports Performance (QCF) as part of Advanced Apprenticeship in Sporting Excellence (AASE). Additionally students normally combine this qualification/apprenticeship with other DfE performance table qualifications such as A levels, applied general and tech level qualifications.

Further information can be found at:

[www.1st4sportqualifications.com/centre\\_information/centreinfo\\_our\\_qualifications/qualificationbin/understanding-sports-performance-l3/](http://www.1st4sportqualifications.com/centre_information/centreinfo_our_qualifications/qualificationbin/understanding-sports-performance-l3/)



## A level or GCE A level - reformed CCEA (First awarded 2018)

### Purpose

A levels were originally introduced to facilitate entry to higher education.

Whilst this remains a primary purpose, over time A levels have also established a role in recognising achievements from purely academic to more applied skills and knowledge that are valued within employment.

### Grading

A\* - E

### Assessment

Assessment opportunities for AS and A levels are available in May/June and candidates may take the opportunity to be assessed in units or at the end of the course.

Assessment is generally by written external examination except where this is not appropriate.

Additionally, non-examination assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

### Further information

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

A levels accredited by CCEA Regulation have been designed so as to be equivalent in demand to those accredited by Ofqual.

For CCEA Regulation accredited A levels, science practical assessment will continue to contribute towards the learner's final grade.

Link to CCEA website: <http://ccea.org.uk/qualifications>

## A level or GCE A level - reformed CCEA (First awarded 2019)

### Purpose

A levels were originally introduced to facilitate entry to higher education.

Whilst this remains a primary purpose, over time A levels have also established a role in recognising achievements from purely academic to more applied skills and knowledge that are valued within employment.

### Grading

A\* - E

### Assessment

Assessment opportunities for AS and A levels are available in May/June and candidates may take the opportunity to be assessed in units or at the end of the course.

Assessment is generally by written external examination except where this is not appropriate.

Additionally, non-examination assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

### Further information

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

A levels accredited by CCEA Regulation have been designed so as to be equivalent in demand to those accredited by Ofqual.

For CCEA Regulation accredited A levels, science practical assessment will continue to contribute towards the learner's final grade.

Link to CCEA website: <http://ccea.org.uk/qualifications>

## A level or GCE A level - reformed Ofqual accredited (First awarded 2017)

### Qualification code

(For more details of individual qualification code numbers see <http://register.ofqual.gov.uk>)

### Purpose

The purpose of the reformed Ofqual accredited A level, as set out in Ofqual's Qualification Level Conditions and Requirements is as follows:

- define and assess achievement of the knowledge, skills and understanding which will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area;
- set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding;
- permit UK universities to accurately identify the level of attainment of students; provide a basis for school and college accountability measures at age 18; and
- provide a benchmark of academic ability for employers.

### Grading

A\* - E (unchanged in level of demand)

From 2015, revised Ofqual accredited science A levels (Biology, Chemistry and Physics) will include a separate result for the practical element of the qualification. This separate grade will be pass/not classified. Some students will be 'exempt' due to a disability, this will be marked on the certificate.

### Assessment

Reformed Ofqual accredited A levels will be linear in their structure, with all assessment at the end of the qualification.

Students will sit a terminal examination, and, in some cases, undertake non-exam assessment.

### Further information

Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that of the A level.

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

Not all applicants will choose to study AS qualifications.

Ofqual accredited Science A levels will contain two grades. Any university that requires a practical grade should make this clear in their entry requirements.



There is no UMS for reformed A levels.

Link to rules, regulations and guidance for the reformed A levels and AS qualifications (taught from September 2015) published by Ofqual: <https://www.gov.uk/government/collections/new-a-level-and-as-level-qual...>

Links to awarding organisation websites and specifications:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.eduqas.co.uk](http://www.eduqas.co.uk)

## A level or GCE A level - reformed Ofqual accredited (First awarded 2018)

### Qualification code

(For more details of individual qualification code numbers see <http://register.ofqual.gov.uk>)

### Purpose

The purpose of the reformed Ofqual accredited A level, as set out in Ofqual's Qualification Level Conditions and Requirements is as follows:

- define and assess achievement of the knowledge, skills and understanding which will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area;
- set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding;
- permit UK universities to accurately identify the level of attainment of students;
- provide a basis for school and college accountability measures at age 18; and
- provide a benchmark of academic ability for employers.

### Grading

A\* - E

### Assessment

Reformed Ofqual accredited A levels will be linear in their structure, with all assessment at the end of the qualification.

Students will sit a terminal examination, and, in some cases, undertake non-exam assessment.

### Further information

Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that of the A level.

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

Not all applicants will choose to study AS qualifications.

There is no UMS for reformed A levels.

Link to rules, regulations and guidance for the reformed A levels and AS qualifications (taught from September 2015) published by Ofqual: <https://www.gov.uk/government/collections/new-a-level-and-as-level-qual...>

Links to awarding organisation websites and specifications:

# UK Qualification Information Profiles (QIPS)



[www.aqa.org.uk](http://www.aqa.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.eduqas.co.uk](http://www.eduqas.co.uk)

## A level or GCE A level - reformed Ofqual accredited (First awarded 2019)

### Qualification code

(For more details of individual qualification code numbers see <http://register.ofqual.gov.uk>)

### Purpose

The purpose of the reformed Ofqual accredited A level, as set out in Ofqual's Qualification Level Conditions and Requirements is as follows:

- define and assess achievement of the knowledge, skills and understanding which will be needed by students planning to progress to undergraduate study at a UK higher education establishment, particularly (although not only) in the same subject area;
- set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding;
- permit UK universities to accurately identify the level of attainment of students;
- provide a basis for school and college accountability measures at age 18; an
- provide a benchmark of academic ability for employers.

### Grading

A\* - E

### Assessment

Reformed Ofqual accredited A levels will be linear in their structure, with all assessment at the end of the qualification.

Students will sit a terminal examination, and, in some cases, undertake non-exam assessment.

### Further information

Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that of the A level.

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

Not all applicants will choose to study AS qualifications.

There is no UMS for reformed A levels.

Link to rules, regulations and guidance for the reformed A levels and AS qualifications (taught from September 2015) published by Ofqual: <https://www.gov.uk/government/collections/new-a-level-and-as-level-qual...>

Links to awarding organisation websites and specifications:

# UK Qualification Information Profiles (QIPS)



[www.aqa.org.uk](http://www.aqa.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.eduqas.co.uk](http://www.eduqas.co.uk)

## A level or GCE A level - reformed Qualifications Wales approved (First awarded 2017)

### Qualification code

(For more details of individual qualification code numbers see <http://register.ofqual.gov.uk>)

### Purpose

A levels were originally introduced to facilitate entry to higher education.

Whilst this remains a primary purpose, over time A levels have also established a role in recognising achievements from purely academic to more applied skills and knowledge that are valued within employment.

### Grading

A\* - E

### Assessment

Assessment opportunities for AS and A levels are available in May/June and candidates may take the opportunity to be assessed in units or at the end of the course.

Assessment is generally by written external examination except where this is not appropriate.

Additionally, non-examination assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

### Further information

Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that taken during the second year of A level studies (known as the A2).

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

A levels approved by Qualifications Wales have been designed so as to be equivalent in demand to those accredited by Ofqual.

For Qualifications Wales approved A levels, science practical assessment will continue to contribute towards the learner's final grade.

Link to Qualifications Wales website which hosts qualification and subject level principles and rules published by the Welsh Government/ Qualifications Wales: <http://www.qualificationswales.org/>

Link to WJEC website and specifications: [www.wjec.co.uk](http://www.wjec.co.uk)

## A level or GCE A level - reformed Qualifications Wales approved (First awarded 2018)

### Qualification code

(For more details of individual qualification code numbers see <http://register.ofqual.gov.uk>)

### Purpose

A levels were originally introduced to facilitate entry to higher education.

Whilst this remains a primary purpose, over time A levels have also established a role in recognising achievements from purely academic to more applied skills and knowledge that are valued within employment.

### Grading

A\* - E

### Assessment

Assessment opportunities for AS and A levels are available in May/June and candidates may take the opportunity to be assessed in units or at the end of the course.

Assessment is generally by written external examination except where this is not appropriate.

Additionally, non-examination assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

### Further information

Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that taken during the second year of A level studies (known as the A2).

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

A levels approved by Qualifications Wales have been designed so as to be equivalent in demand to those accredited by Ofqual.

For Qualifications Wales approved A levels, science practical assessment will continue to contribute towards the learner's final grade.

Link to Qualifications Wales website which hosts qualification and subject level principles and rules published by the Welsh Government/ Qualifications

Wales: <http://www.qualificationswales.org/>

Link to WJEC website and specifications: [www.wjec.co.uk](http://www.wjec.co.uk)

## A level or GCE A level - reformed Qualifications Wales approved (First awarded 2019)

### Qualification code

(For more details of individual qualification code numbers see <http://register.ofqual.gov.uk>)

### Purpose

A levels were originally introduced to facilitate entry to higher education.

Whilst this remains a primary purpose, over time A levels have also established a role in recognising achievements from purely academic to more applied skills and knowledge that are valued within employment.

### Grading

A\* - E

### Assessment

Assessment opportunities for AS and A levels are available in May/June and candidates may take the opportunity to be assessed in units or at the end of the course.

Assessment is generally by written external examination except where this is not appropriate.

Additionally, non-examination assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

### Further information

Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that taken during the second year of A level studies (known as the A2).

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

A levels approved by Qualifications Wales have been designed so as to be equivalent in demand to those accredited by Ofqual.

For Qualifications Wales approved A levels, science practical assessment will continue to contribute towards the learner's final grade.

Link to Qualifications Wales website which hosts qualification and subject level principles and rules published by the Welsh Government/ Qualifications Wales: <http://www.qualificationswales.org/>

Link to WJEC website and specifications: [www.wjec.co.uk](http://www.wjec.co.uk)



## A level or GCE A level - unreformed

### Qualification code

(For more details of individual qualification code numbers see <http://register.ofqual.gov.uk>)

### Purpose

GCE Advanced levels or A levels were originally introduced to facilitate entry to higher education.

Whilst this remains a primary purpose, over time A levels have also established a role in recognising achievements from purely academic to more applied skills and knowledge that are valued.

### Grading

A\* - E

### Assessment

Unreformed A level examinations are taken at the end of the course (modular units assessment shifted to the end of the two-year course of study).

Assessment is generally by written external examination except where this is not appropriate.

Additionally, controlled assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

Each unit of assessment is assessed by one method as specified in subject criteria.

### Further information

Whilst both the A level and AS are Level 3 qualifications, assessment within the AS is regarded as less demanding than that taken at the end of the second year of A level studies (known as the A2).

Grade distributions vary across subjects, reflecting the fact that some A levels attract students with higher achievements at GCSE.

Some highly selective HEPs ask for candidates' Uniform Mark Scale (UMS) points as well as grades and may focus on grades achieved in one examination sitting.

Whilst this remains a primary purpose, over time A levels have also established a role in recognising achievements from purely academic to more applied skills and knowledge that are valued within employment.

Link to rules and regulations for current A level and AS level qualifications published by Ofqual:

<https://www.gov.uk/government/collections/a-level-and-as-level-qualific...>

[www.jcq.org.uk](http://www.jcq.org.uk)

Links to awarding organisation websites and specifications:

# UK Qualification Information Profiles (QIPS)



[www.aqa.org.uk](http://www.aqa.org.uk)

[www.rewardinglearning.org.uk](http://www.rewardinglearning.org.uk)

[www.eduqas.co.uk](http://www.eduqas.co.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.wjec.co.uk](http://www.wjec.co.uk)

## AAT Advanced Diploma in Accounting Tech level (reformed)

### Qualification code

[601/6554/6](#)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

This qualification meets the full requirements for reformed Tech levels, which all qualifications will have to meet for inclusion in the 2018 performance tables.

### Grading

Unit assessments and the overall qualification are graded Fail/Pass/Merit/Distinction.

### Assessment

As noted in Education Context, to be classified as a Tech level qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

The above is the minimum requirements set out by the Department for Education.

All assessments in this qualification:

- are set and marked by AAT
- are computer-based
- are time limited
- are scheduled by training providers or assessment venues
- take place at approved centres and venues under controlled conditions

Note: Where Recognition of prior learning (RPL) or work place evidence (WPE) are accepted in lieu of an assessment, these are assessed and internally verified by qualified staff at the training provider, and quality assured externally by AAT.

Assessments are taken by students through a secure online assessment platform. Computer marked unit assessments include:

- Advanced Bookkeeping
- Final Accounts Preparation
- Management Accounting: Costing
- Indirect Tax

The synoptic assessment assesses content from across the qualification, including 'Ethics for Accountants' and 'Spreadsheets for Accounting'. Tasks included are both computer and human-marked.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The reformed and unreformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore

HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

Applicants holding reformed Tech level qualifications will have had experience of external and synoptic assessment.

Tech level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

[DfE technical guidance](#)

[Qualification specifications](#)

## AAT Diploma in Accounting (QCF) Tech level (interim-reformed)

### Qualification code

[600/6908/9](#)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

This qualification is listed on the DfE 16 – 19 performance tables for 2016 and 2017 in the Tech level category.

The qualification has been supported by a number of industry employers and professional bodies, including CIPFA and ICAEW.

### Grading

Unit assessments and the overall qualification is graded Pass or Fail.

### Assessment

Training providers wishing to deliver this qualification require approval from AAT.

Assessments are taken by students through a secure online assessment platform. Computer marked assessments include:

- Accounts preparation
- Preparation of final accounts for sole traders and partnerships
- Cost and revenues
- Indirect tax

The following assessments are marked by training providers and quality assured externally by AAT:

- Professional ethics
- Spreadsheet software

Note: Where Recognition of prior learning (RPL) or work place evidence (WPE) is accepted in lieu of an assessment, this is assessed and internally verified by qualified staff at the training provider and quality assured externally by AAT.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and unreformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech Levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech Level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

As this qualification is on interim measures, the majority of students achieving this qualification would have completed in 2016 or 2017, however assessments will continue in to 2018.

[View DfE's technical guidance](#)

[Qualification specification](#)

## ABC Level 3 Diploma in Fabrication and Welding Practice Tech level (interim-reformed)

### Qualification code

[600/5030/9](#) (Level 3 Diploma in Fabrication and Welding Practice)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

Overall the qualification is Pass or Fail.

### Assessment

The mandatory Science and calculations for fabrication and welding practice unit is assessed by an internally assessed workbook and an externally assessed short answer question (SAQ) 1.5 hour examination.

The seven optional units are assessed internally and subject to internal and external moderation.

For detailed assessment information, please view the qualification specification on the [ABC website](#).

### Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to



consider their approach to setting and listing entry requirements for the specific qualifications.

- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated. The exact curriculum studied depends on the choice of optional units taken.

Tech Levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech Level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

The majority of applicants holding these qualifications will have completed their Level 3 qualifications in 2016 and 2017.

[View DfE's technical guidance](#)

[Qualification specification](#)

## Access to HE Diploma

### Purpose

The Access to HE Diploma is a qualification designed to prepare adults, with few prior qualifications, for higher education study.

### Grading

A standard system of grading is used for all Access to HE Diplomas.

Each graded Level 3 unit is graded at Pass, Merit or Distinction.

Grading decisions are based on the application of a standard method and a common set of grade descriptors.

Results are given as a grade profile, recorded on students' achievement transcripts (issued with the certificate of achievement of the Access to HE Diploma).

### Assessment

Students are assessed to determine the achievement of the learning outcomes of units. Units may be assessed individually or in groups within one integrated assessment.

Modes of assessment must be appropriate to the academic discipline and the progression route. The details of assignments are locally determined.

Student work is internally assessed and moderated, according to systems monitored by AVAs.

Student work is also externally moderated by moderators who act on behalf of AVAs to ensure that academic standards are secure and maintained, in terms of:

- the academic demand of assignment
- consistency and sufficiency in the performance of students who are recommended for the award of specific credits, grades and Diplomas

Assessment regulations for the award of the Access to HE Diploma (including regulations relating to matters such as extenuating circumstances, resubmissions and referrals) are specified by QAA, and must be applied by all providers.

## Further information

A single Tariff value may match a range of grade profiles. See section "Access to HE" tab in the Tariff Tables: <https://www.ucas.com/providers/our-products-and-services/qualification-...>

Only Access to HE Diplomas started after September 2014 are eligible for UCAS Tariff points.

Access to HE Diplomas are widely accepted by UK HEPs for admissions purposes. Access to HE Diplomas have been developed as qualifications for adults, to widen participation in higher education.

QAA's Access to HE website includes further information and advice for HE admissions staff about making offers to Access to HE students. <https://www.qaa.ac.uk/en/access-to-he/access-to-he-resources>

Further information about the grading scheme for Access to HE Diplomas is available at: <https://www.qaa.ac.uk/en/access-to-he/access-to-he-resources/access-to-he-grading-scheme>

## Active IQ Tech levels (interim-reformed)

### Qualification codes

[601/0348/6](#) (Active IQ Level 3 Diploma in Health and Fitness)

[600/4941/8](#) (Active IQ Level 3 Diploma in Fitness Instructing and Personal Training)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

Once all components are achieved, a Pass is awarded.

### Assessment

#### Mandatory assessments for both qualifications

- Anatomy and physiology for exercise – an externally set theory paper consisting of multiple choice questions.
- Know how to support clients who take part in exercise and physical activity – an externally set, internally marked client interview, and an externally set, internally marked worksheet. (Know how to support clients).
- Health, safety, and welfare in a fitness environment – an externally set, internally marked worksheet (Health, safety, and welfare in a fitness environment).
- Principles of exercise, fitness, and health – an externally set theory paper consisting of multiple choice questions.
- Anatomy and physiology for exercise and health – an external theory paper consisting of multiple choice questions.
- Applying the principles of nutrition to a physical activity programme:
  - an external theory paper consisting of multiple choice questions
  - an externally set, internally marked case study

## Active IQ Level 3 Diploma in Fitness Instructing and Personal Training only

- Planning gym-based exercise:
  - an externally set, internally marked worksheet or professional discussion, ('Planning gym-based exercise')
  - an externally set, internally marked client interview (see unit 2 and 5 client interview guidance)
  - PAR-Q
  - an externally set, internally marked programme card
  - four externally set, internally marked session plans
- Instructing gym-based exercise:
  - a formative observed session
  - a summative observed session
  - an externally set, internally marked session self-evaluation
- Programming personal training with clients – an externally set, internally marked case study
- Delivering personal training sessions:
  - a summative observed session
  - an externally set, internally marked session self-evaluation

For detailed assessment and unit information, please view the qualification specification on the Active IQ [website](#).

### Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.

- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

[Qualification specifications](#)

## Active IQ Tech levels (reformed)

### Qualification codes

[601/9003/6](#) (Active IQ Level 3 Diploma in Personal Training for Health, Fitness, and Performance)

[601/9002/4](#) (Active IQ Level 3 Extended Diploma in Personal Training for Health, Fitness, and Performance)

[601/6042/1](#) (Active IQ Level 3 Diploma in Physical Activity, Fitness, and Exercise Science)

[603/1162/9](#) (Active IQ Level 3 Diploma in Fitness Instructing and Physical Activity)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

#### **Active IQ Level 3 Diploma and Extended Diploma in Personal Training for Health, Fitness, and Performance**

The combined outcome of the Level 3 multiple choice theory exams, the video analysis of a client consultation, and personal training session, determine each learner's overall grade when all the other units (requirements of the qualification) have been completed. 'All other units' refers to the successful achievement of all the mandatory units and the appropriate number of optional units / credits, however, the grade is calculated from the assessments.

Grades awarded are Pass, Merit, or Distinction.

#### **Active IQ Level 3 Diploma in Physical Activity, Fitness, and Exercise Science**

The combined outcome of the Level 3 multiple choice theory exams determine each learner's overall grade when all of the other units (requirements of the qualification) have been completed. 'All other units' refers to the successful achievement of all the mandatory units and the appropriate number of optional units / credits, however, the grade is calculated from the assessments.

Grades awarded are Pass, Merit, or Distinction.

## Active IQ Level 3 Diploma in Fitness Instructing and Physical Activity

The combined outcome of the multiple-choice theory exams and the video analysis of a gym based exercise session will determine each learner's overall grade when all of the other units (requirements of the qualification) have been completed.

Grading awarded as Pass, Merit or Distinction.

### Assessment

As noted in Education Context, to be classified as a Tech level qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

The above is the minimum requirements set out by the Department for Education. However, the application of this may differ by awarding organisation, therefore if you require full assessment detail, please review the specification of the individual qualification on the Active IQ [website](#).

### Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech Level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The reformed and unreformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.



- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

Progression to higher education is generally within the vocational area of the Tech Level, and may be to a foundation degree.

Applicants holding reformed Tech Level qualifications will have had experience of external and synoptic assessment.

Tech Level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

[View DfE's technical guidance](#)

[Qualification specifications](#)

<https://www.activeiq.co.uk/qualifications/level-3/active-iq-level-3-diploma-in-fitness-instructing-and-physical-activity/>

## Advanced Higher - new

### Purpose

Advanced Highers are not the standard entry requirement for Scottish applicants to Scottish HEPs, but are for several HEPs in the rest of the UK.

Advanced Highers also provide access to employment, further education and training.

The new Advanced Highers build upon Highers, helping to develop candidates' knowledge and understanding of key concepts; they are also designed to better enable candidates to interpret, critically analyse, evaluate and reflect on information.

There is also greater emphasis on skills development, including higher-order (critical) thinking skills, creativity and innovation, research and investigation skills, extended essay-writing skills and independent study skills.

The aim is to provide a solid basis for progression into higher education while developing candidates with a more mature approach to study that will help sustain success at degree study and beyond.

### Grading

A, B, C, D

### Assessment

Unit assessment may be undertaken at the end of each Unit or through holistic or combined assessment across two or more Units.

Unit assessment is marked by the teacher or lecturer and is not graded. It is subject to internal verification in the centre and to rigorous external quality assurance by SQA.

Units are assessed according to the Conditions of Assessment appropriate to the subject and the level.

Where appropriate, some Units are assessed through methods such as an assignment, practical activities, performance or portfolio evidence.

Course assessment will usually have two or more components, which will be drawn from the seven assessment methods used in National Qualifications — a question paper (exam) and/or coursework (either an assignment, case study, portfolio, practical activity, performance or project).

Most components of Course assessment are wholly externally assessed, but where appropriate to the skills, knowledge and understanding being assessed, Course assessment may be made up of a combination of externally- and internally-assessed (and externally verified) components which contribute to the grade.

Course assessment combines different skills, knowledge and understanding, usually into two or more synoptic externally-assessed components which assess breadth and/or depth across the Course. The Course assessment measures retention, integration and application of skills,

knowledge and understanding as appropriate. Grades are awarded on the basis of the Course assessment only.

To gain a Course award, candidates must achieve a Pass in each of the Units of the Course as well as achieve a grade D or above in the Course assessment.

The Course and Unit Specifications stipulate the nature of both Unit and Course assessment and are available on the subject page. Course and Unit Support Notes are also available for each subject: [www.sqa.org.uk/browsecfesubjects](http://www.sqa.org.uk/browsecfesubjects).

## Further information

Many candidates in S6 receive unconditional offers from Scottish HEPs based on their Highers results in S5.

Historically, where candidates take them, they will enter for one or two Advanced Highers, with around 70% of candidates who take them, only taking one Advanced Higher in S6. Therefore, three Advanced Highers in S6 is not the standard uptake. Local timetabling decisions and size of school may create variations in the pattern of provision; this may affect the number of Advanced Highers offered and taken at a centre.

In some cases, for example due to geography, timetabling decisions or size of provider, a learner may not have the opportunity to take Advanced Highers at their school or college. Candidates in S6 with limited or no access to Advanced Highers may take further Higher subjects instead of, or in addition to, Advanced Highers. Some candidates may register at multiple centres within the same school year in order to access a wider range of subjects.

Under CfE, there is an enhanced emphasis on ensuring that students undertake their learning journey and the qualifications and assessment which support it, at a pace which best meets their needs, allowing them some personalisation and choice in the overall curriculum they engage with. As such, different patterns of provision and attainment stage among students are likely to emerge.

Candidates may apply to HEPs with a mixture of unreformed and new Advanced Highers.

SQA's National Qualification Arrangements Documents for each Advanced Higher subject are available at: [www.sqa.org.uk/NQ](http://www.sqa.org.uk/NQ)

SQA's website is: [www.sqa.org.uk](http://www.sqa.org.uk)

The Scottish Credit and Qualifications Framework (SCQF) website is available at: [www.scqf.org.uk](http://www.scqf.org.uk)

SQA's National Qualifications Course and Unit Specifications and other supporting documentation for each Higher subject are available at: [A to Z of National Qualification \(NQ\) subjects - SQA](#)

## Advanced Higher - unreformed

### Qualification code

(SQA allocate a unique qualification number to each subject as a 4 + 2 code: ('C' refers to a National Course and '13' refers to the qualification type – Advanced Higher).)

### Purpose

Advanced Highers offer increased subject specialisation, enabling candidates to develop subject knowledge and skills (and other transferable skills, as appropriate).

Sitting at the same Scottish Credit and Qualifications Framework (SCQF) level as the starting point of Scottish higher education (HE), SCQF Level 7, they are designed to provide a greater level of challenge beyond Higher for candidates in S6, particularly where they are seeking entry to HE - including direct entry to second year of a degree.

Advanced Highers are not the standard entry requirement for Scottish applicants to Scottish HEPs, but are for several HEPs in the rest of the UK.

Advanced Highers also provide access to employment, further education and training.

### Grading

A, B, C, D.

### Assessment

Unit assessment is usually taken at the end of the learning and teaching of each Unit and is not graded.

Assessment of Units is usually through closed-book assessment under supervision.

Where appropriate, some Units are assessed through methods such as assignment, practical, performance or portfolio evidence.

Course assessment combines different skills, knowledge and understanding from across the course into a synoptic external assessment (which may be made up of one or more components). The course assessment measures retention, integration and application of skills, knowledge and understanding as appropriate. Grades are awarded on the basis of the course assessment. Students are required to pass the course assessment in order to achieve the Advanced Higher course.

Course assessment may have one or more components, which may include, for example, an external examination paper and an assignment or performance piece. Most components of course assessment are wholly externally assessed, but where appropriate to the skills, knowledge and understanding being assessed, course assessment may be made up of a combination of externally and internally assessed (and externally verified) components which contribute to the grade.

To gain a course award, candidates must achieve a Pass in each of the component Units of the course as well as achieve a grade D or above in the course assessment.

The Arrangements Documents specify the nature of both Unit and course assessment for each subject: [www.sqa.org.uk/NQ](http://www.sqa.org.uk/NQ).

## Further information

SCQF Level 7 qualification (sitting across Levels 3 and 4 in England, Northern Ireland and Wales).

SCQF Level 7 is the starting level for Scottish higher education on the SCQF.

Applicants to HE may be awarded direct entry to the second year at Scottish HEPs for certain degree subjects based on specified achievement in two or three Advanced Highers.

Many candidates in S6 receive unconditional offers from Scottish HEPs based on their Highers results in S5.

However, most Scottish HEPs also make offers based on the achievement of two to three specific Advanced Highers for entry to the second year of certain undergraduate degrees.

In most cases, candidates will enter for one or two Advanced Highers. Three Advanced Highers in S6 is not the standard uptake. Local timetabling decisions and size of school may create variations in the pattern of provision; this may affect the number of Advanced Highers offered and taken at a centre.

In some cases, for example due to geography, timetabling decisions or size of provider, a learner may not have the opportunity to take Advanced Highers at their school or college. Candidates in S6 with limited or no access to Advanced Highers may take further Higher subjects instead of, or in addition to, Advanced Highers. Some candidates may register at multiple centres within the same school year in order to access a wider range of subjects.

Some courses, such as medicine and dentistry, often stipulate that a candidate must have a GCSE equivalent entry requirement, such as a National 5 qualification in English. In the event that an applicant has bypassed their National 4 and 5 qualifications, the university or college will normally require that the qualifications are achieved at Higher or Advanced Higher.

SQA's National Qualification Arrangements Documents for each Advanced Higher subject are available at: [www.sqa.org.uk/NQ](http://www.sqa.org.uk/NQ).

SQA's website is: [www.sqa.org.uk](http://www.sqa.org.uk).

The Scottish Credit and Qualifications Framework (SCQF) website is available at: [www.scqf.org.uk](http://www.scqf.org.uk).

## Advanced Skills Baccalaureate Wales

### Qualification code

(C00/4571/8 )

### Purpose

The Advanced Skills Baccalaureate Wales qualification supports learners to become effective, responsible, and active citizens ready to take their place in a sustainable global society and in the workplace by:

- Developing their skills of Planning and Organisation; Critical Thinking and Problem Solving; Creativity and Innovation; and Personal Effectiveness
- Enhancing their skills in literacy, numeracy and digital competence
- Supporting progression to higher education, apprenticeships, training, and employment.

### Grading

The qualification is graded A\*-E.

### Assessment

The weightings of units are as follows:

- Project 1: Global Community Project (25%);
- Project 2: Future Destinations Project (25%);
- Project 3: Individual Project (50%).

Each Project is internally assessed and marked by the centre and externally moderated by WJEC in line with arrangements for non-examination assessment provided by the Joint Council for Qualifications (JCQ). Please refer to the JCQ website, [www.jcq.org.uk](http://www.jcq.org.uk) for further information.

WJEC have produced set tasks for each unit. Learners have the flexibility to select the specific context to the tasks.

All marking of evidence is made against the assessment criteria and performance band statements given in each unit specification.

### Further information

The Advanced Skills Baccalaureate Wales is the reformed version of the Welsh Baccalaureate Advanced Skills Challenge Certificate which will be awarded for the last time in 2024, with only a resit available in 2025. The Advanced Skills Baccalaureate Wales will be the national entitlement for Level 3 learners in Wales.

Further information on the WJEC Level 3 Advanced Skills Baccalaureate Wales can be found at: [https://www.wjec.co.uk/qualifications/level-3-advanced-skills-baccalaureate-wales/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/level-3-advanced-skills-baccalaureate-wales/#tab_keydocuments)

## AIM Awards Level 3 Extended Diploma in Games, Animation and VFX Skills

### Qualification code

[601/6428/1](#) (Level 3 Extended Diploma in Games, Animation and VFX Skills)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This employer-led qualification has been designed to provide students with the broad range of skills to enable them to progress to degree level study in the three occupational areas; games, animation and VFX.

The qualification structure enables learning to encompass the development of STEAM skills; sophisticated technical skills in animation, visual effects, games design, principles of 3D design, art, maths and product programming, as well as industry working practice, project and production management and a knowledge of the ecosystem of the industries.

The content of the qualification has been supported by a number of universities and colleges as supporting entrance to appropriate degree courses. It is currently being delivered by FE Colleges across England.

### Grading

Pass, Merit, Distinction

### Assessment

Students are assessed via:

- Maths examination
- Programming examination
- Reflective blog
- Written assignment
- Asset development portfolio
- Externally set synoptic project, showcase portfolio
- Research report

### Further information



There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

The first cohort of students with AIM Awards Level 3 Extended Diploma in Games, Animation and VFX Skills completed their qualifications in June /July 2017 and applied to higher education for September 2017 entry.

<http://www.aimawards.org.uk/advanced-qualification-search/ofqual/media-and-communication/games-animation-and-vfx-skills/aim-awards-level-3-extended-diploma-in-games-animation-and-vfx-skills/>

## AQA Applied Generals (interim-reformed)

### Qualification code

[600/7269/6](#) (AQA Level 3 Certificate in Enterprise, Employability and Personal Finance)

### Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

The purpose of this qualification is to develop students' transferable knowledge and skills in enterprise, employability, and personal finance and to prepare them for further learning, training and employment.

This qualification enables students to:

- acquire and develop a range of valuable transferable skills such as communication, team work and problem solving
- develop an understanding of what it means to be enterprising
- develop and apply their literacy and numeracy skills in real life contexts
- practise independent learning, self-management and research skills
- to help prepare them for employment, further or higher education

The Level 3 Certificate in Enterprise, Employability and Personal Finance was developed to give students a progression route from Level 1 and Level 2 qualifications in Enterprise.

### Grading

A – E

### Assessment

Students sit a terminal external examination.

They also undertake an Enterprise project, which is internally assessed and externally moderated.

### Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

The popularity of Applied Generals has risen over recent years. The entry rate for the combined BTEC only and A level and BTEC groups was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Applied General qualifications may not have had experience of external or synoptic assessment.
- The fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the fully-reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Holders of this qualification will have experienced external examination assessment.

[View DfE's technical guidance](#)

[Visit the AQA website](#)

## AQA Applied Generals (reformed)

### Qualification codes

[601/7145/5](#) (AQA Level 3 Certificate in Applied Business – 2018/19 performance tables)

[601/7146/7](#) (AQA Level 3 Extended Certificate in Applied Business – 2018/19 performance tables)

[601/7104/2](#) (AQA Level 3 Certificate in Applied Science – 2018/19 performance tables)

[601/7105/4](#) (AQA Level 3 Extended Certificate in Applied Science – 2018/19 performance tables)

### Purpose

The Department for Education describe Applied General qualifications as follows:

Applied General qualifications are rigorous, advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied General qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at Level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

### Grading

The overall Certificate and Extended Certificate are both graded P, M, D, D\*.

Individual units are graded P, M, D. The grades for each unit attract points which are added together to identify the final overarching qualification grade.

### Assessment

As noted in Education Context, to be classified as an Applied General qualification, the qualification in question must meet certain criteria. This includes:

- A minimum of 40% external assessment
- A minimum of 60% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

For the AQA Applied General qualifications, externally-assessed units have timetabled 1.5 hour examinations in January and June of each year, and externally set and marked assignments (done in class over a specified time period) in January and June of each year. Internally-assessed units are assessed by the centre and externally moderated by AQA in January and June each year.

Centres are also given opportunities to develop internal assignments in a way that encourages both synoptic learning and assessment.

For more detailed assessment information, you should review the specification of the individual qualification you are interested in on the AQA website.

[Visit the AQA website](#)

## Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

The popularity of Applied General qualifications has risen over recent years. The entry rate for applicants holding at least one BTEC (either alone or in combination with A levels) was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- The fully-reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- Fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able to choose their optional units as they may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

[View the DfE technical guidance](#)

[View the qualification specifications](#)

[Read the AQA TVQ Admin page and Applied General Centre Handbook](#)

## AQA Tech levels (interim-reformed)

### Qualification codes

[601/4540/7](#) (AQA Level 3 Technical Level Business: Marketing (VRQ) (720 GLH))

[601/4537/7](#) (AQA Level 3 Technical Level Engineering : Design Engineering (VRQ) (720 GLH))

[601/4538/9](#) (AQA Level 3 Technical Level Engineering : Mechatronic Engineering (VRQ) (720 GLH))

[601/4541/9](#) (AQA Level 3 Technical Level IT: Networking (VRQ) (720 GLH))

[601/4543/2](#) (AQA Level 3 Technical Level IT: Programming (VRQ) (720 GLH))

[601/4542/0](#) (AQA Level 3 Technical Level IT: User Support (VRQ) (720 GLH))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

The overall qualification is graded as follows:

Tech Level - PP, MP, MM, DM, DD, D\*D, D\*D\*

Individual units are graded P, M, D. The grades for each unit attract points which are added together to identify the final overarching qualification grade.

### Assessment

AQA Tech Level (interim-reformed) qualifications meet the following assessment criteria:

- A minimum of 30% external assessment
- An element of synoptic assessment
- There are new rules for internal assessment, with only one opportunity to submit each assessment

For AQA Tech Levels, externally assessed units have timetabled two hour examinations in January and June of each year. Internally assessed units are assessed by the centre and externally quality assured by AQA on demand.

Centres are also given opportunities to develop internal assignments in a way that encourages both synoptic learning and assessment.

For more detailed assessment information, you should review the specification of the individual qualification you are interested in on the [AQA website](#).

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Applied General qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech Level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

[Qualification specifications](#)

[AQA TVQ Admin page and Centre Handbook](#)

## AQA Tech levels (reformed)

### Qualification codes

[601/7147/9](#) (AQA Level 3 Foundation Technical Level Business: Marketing Communications (360 GLH))

[601/7079/7](#) (AQA Level 3 Foundation Technical Level Engineering (360 GLH))

[601/7139/X](#) (AQA Level 3 Foundation Technical Level Entertainment Technology: Video Games Art and Mechanics (360 GLH))

[601/7124/8](#) (AQA Level 3 Foundation Technical Level IT: Cyber Security (360 GLH))

[601/7125/X](#) (AQA Level 3 Foundation Technical Level IT: Scripting and App Programming (360 GLH))

[601/7126/1](#) (AQA Level 3 Foundation Technical Level IT: Technical Support (360 GLH))

[601/7140/6](#) (AQA Level 3 Technical Level Entertainment Technology: Video Games Art and Animation (540 GLH))

[601/7148/0](#) (AQA Level 3 Technical Level Business: Marketing (720 GLH))

[601/7081/5](#) (AQA Level 3 Technical Level Engineering: Design Engineering (720 GLH))

[601/7080/3](#) (AQA Level 3 Technical Level Engineering: Mechatronic Engineering (720 GLH))

[601/7141/8](#) (AQA Level 3 Technical Level Entertainment Technology: Video Games Art and Design (720 GLH))

[601/7127/3](#) (AQA Level 3 Technical Level IT: Cyber Security and Security Administration (720 GLH))

[601/7128/5](#) (AQA Level 3 Technical Level IT: Networking (720 GLH))

[601/7129/7](#) (AQA Level 3 Technical Level IT: Programming (720 GLH))

[601/7130/3](#) (AQA Level 3 Technical Level IT: User Support (720 GLH))

[601/7142/X](#) (AQA Level 3 Technical Level Entertainment Technology: Video Games Art and Design Production (1080 GLH))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification.

In some cases, a tech level qualification is a 'licence to practise' or can exempt someone



holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

## Grading

The overall qualifications are graded as follows:

- Foundation Tech Level: P, M, D, D\*
- Tech Level (540 GLH): PP, MP, MM, DM, DD, D\*D, D\*D\*
- Tech Level (720 GLH): PP, MP, MM, DM, DD, D\*D, D\*D\*
- Tech Level (1080 GLH): PPP, PPM, MMP, MMM, MMD, DDM, DDD, D\*DD, D\*D\*D, D\*D\*D\*

Individual units are graded P, M, D. The grades for each unit attract points which are added together to identify the final overarching qualification grade.

## Assessment

As noted in Education Context, to be classified as a Tech level qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

The above is the minimum requirements set out by the Department for Education.

For AQA Tech Levels, externally assessed units have timetabled two hour examinations in January and June of each year, and externally set and marked assignments (done in class over a specified time period) in January and June of each year. Internally assessed units are assessed by the centre and externally quality assured by AQA on demand.

Centres are also given opportunities to develop internal assignments in a way that encourages both synoptic learning and assessment.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech Level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.

- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

Applicants holding reformed Tech level qualifications will have had experience of external and synoptic assessment.

Tech level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

[View DfE's technical guidance](#)

[Qualification specifications:](#)

[AQA TVQ Admin page and Centre Handbook](#)

## AS - reformed Ofqual accredited (First awarded 2016)

### Purpose

The purpose of the reformed Ofqual accredited A level, as set out in Ofqual's Qualification Level Conditions and Requirements is as follows:

- provide evidence of students' achievements in an internationally comparable post-16 course of study that is a sub-set of A level content;
- enable students to broaden the range of subjects they study.

### Grading

A – E

### Assessment

Reformed Ofqual accredited AS will be linear in their structure, with all assessment at the end of the qualification.

Students will sit a terminal examination, and, in some cases, undertake non-exam assessment.

### Further information

The introduction of reformed Ofqual accredited AS and A levels will be phased. The subject timetable for AS and A level reform is as follows:

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

Not all applicants will choose to study AS qualifications.

Link to rules, regulations and guidance for the reformed A levels and AS qualifications (taught from September 2015) published by Ofqual: <https://www.gov.uk/government/collections/new-a-level-and-as-level-qual...>

Links to awarding organisation websites and specifications:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.eduqas.co.uk](http://www.eduqas.co.uk)

## AS - reformed Ofqual accredited (First awarded 2017)

### Purpose

The purpose of the reformed Ofqual accredited A level, as set out in Ofqual's Qualification Level Conditions and Requirements is as follows:

- provide evidence of students' achievements in an internationally comparable post-16 course of study that is a sub-set of A level content;
- enable students to broaden the range of subjects they study.

### Grading

A – E

### Assessment

Reformed Ofqual accredited AS will be linear in their structure, with all assessment at the end of the qualification.

Students will sit a terminal examination, and, in some cases, undertake non-exam assessment.

### Further information

The introduction of reformed Ofqual accredited AS and A levels will be phased. The subject timetable for AS and A level reform is as follows:

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

Not all applicants will choose to study AS qualifications.

Link to rules, regulations and guidance for the reformed A levels and AS qualifications (taught from September 2015) published by Ofqual: <https://www.gov.uk/government/collections/new-a-level-and-as-level-qual...>

Links to awarding organisation websites and specifications:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.eduqas.co.uk](http://www.eduqas.co.uk)

## AS - reformed Ofqual accredited (First awarded 2018)

### Purpose

The purpose of the reformed Ofqual accredited A level, as set out in Ofqual's Qualification Level Conditions and Requirements is as follows:

- provide evidence of students' achievements in an internationally comparable post-16 course of study that is a sub-set of A level content;
- enable students to broaden the range of subjects they study.

### Grading

A – E

### Assessment

Reformed Ofqual accredited AS will be linear in their structure, with all assessment at the end of the qualification.

Students will sit a terminal examination, and, in some cases, undertake non-exam assessment.

### Further information

The introduction of reformed Ofqual accredited AS and A levels will be phased. The subject timetable for AS and A level reform is as follows:

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

Not all applicants will choose to study AS qualifications.

Link to rules, regulations and guidance for the reformed A levels and AS qualifications (taught from September 2015) published by Ofqual: <https://www.gov.uk/government/collections/new-a-level-and-as-level-qual...>

Links to awarding organisation websites and specifications:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.eduqas.co.uk](http://www.eduqas.co.uk)

## AS or GCE AS - reformed CCEA (First awarded 2017)

### Qualification code

(Unique qualification numbers are allocated to each subject offered. For more details of individual qualification code numbers see <http://register.ofqual.gov.uk>)

### Purpose

The AS is assessed after the first year of A level study and is also a stand-alone qualification in its own right.

This qualification encourages students to take a wider range of subjects in their first year of A level study, whilst allowing students to drop a subject and specialise further in the second year.

### Grading

A - E

### Assessment

Assessment opportunities for AS qualifications are available in May/June and candidates may take the opportunity to be assessed in stages or at the end of the course.

Assessment is generally by written external examination except where this is not appropriate.

Additionally, non-examination assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

### Further information

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

AS levels accredited by CCEA Regulation have been designed so as to be equivalent in demand to those accredited by Ofqual.

Welsh and Northern Irish applicants will be more likely to apply to HE holding an AS qualification.

Link to CCEA website: <http://ccea.org.uk/qualifications>

## AS or GCE AS - reformed CCEA (First awarded 2018)

### Purpose

The AS is assessed after the first year of A level study and is also a stand-alone qualification in its own right.

This qualification encourages students to take a wider range of subjects in their first year of A level study, whilst allowing students to drop a subject and specialise further in the second year.

### Grading

A - E

### Assessment

Assessment opportunities for AS qualifications are available in May/June and candidates may take the opportunity to be assessed in stages or at the end of the course.

Assessment is generally by written external examination except where this is not appropriate.

Additionally, non-examination assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

### Further information

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

AS levels accredited by CCEA Regulation have been designed so as to be equivalent in demand to those accredited by Ofqual.

Welsh and Northern Irish applicants will be more likely to apply to HE holding an AS qualification.

Link to CCEA website: <http://ccea.org.uk/qualifications>

## AS or GCE AS - reformed Qualifications Wales approved (First awarded 2016)

### Purpose

The reformed Qualifications Wales approved AS assesses the first year of A level study and is also a stand-alone qualification in its own right.

This qualification encourages students to take a wider range of subjects in their first year of A level study.

### Grading

A – E

### Assessment

Assessment opportunities for AS qualifications are available in May/June and candidates may take the opportunity to be assessed in stages or at the end of the course.

Assessment is generally by written external examination except where this is not appropriate.

Additionally, non-examination assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

### Further information

Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that taken during the second year of A level studies (known as the A2).

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

AS levels approved by Qualifications Wales have been designed so as to be equivalent in demand to those accredited by Ofqual.

Welsh and Northern Irish applicants will be more likely to apply to HE holding an AS qualification.

Link to Qualifications Wales website which hosts qualification and subject level principles and rules published by the Welsh Government/Qualifications

Wales: <http://www.qualificationswales.org/>

Link to WJEC website and specifications: <http://www.wjec.co.uk/>

Note that students in Wales will be able to undertake AS qualifications from different parts of the UK in subjects where there is no specification designed to meet new Welsh Government requirements. The specifications for these qualifications can be found on the individual awarding organisation websites.



## AS or GCE AS - reformed Qualifications Wales approved (First awarded 2017)

### Purpose

The reformed Qualifications Wales approved AS assesses the first year of A level study and is also a stand-alone qualification in its own right.

This qualification encourages students to take a wider range of subjects in their first year of A level study.

### Grading

A – E

### Assessment

Assessment opportunities for AS qualifications are available in May/June and candidates may take the opportunity to be assessed in stages or at the end of the course.

Assessment is generally by written external examination except where this is not appropriate.

Additionally, non-examination assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

### Further information

Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that taken during the second year of A level studies (known as the A2).

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

AS levels approved by Qualifications Wales have been designed so as to be equivalent in demand to those accredited by Ofqual.

Welsh and Northern Irish applicants will be more likely to apply to HE holding an AS qualification.

Link to Qualifications Wales website which hosts qualification and subject level principles and rules published by the Welsh Government/Qualifications

Wales: <http://www.qualificationswales.org/>

Link to WJEC website and specifications: <http://www.wjec.co.uk/>

Note that students in Wales will be able to undertake AS qualifications from different parts of the UK in subjects where there is no specification designed to meet new Welsh Government requirements. The specifications for these qualifications can be found on the individual awarding organisation websites.

## AS or GCE AS - reformed Qualifications Wales approved (First awarded 2018)

### Purpose

The reformed Qualifications Wales approved AS assesses the first year of A level study and is also a stand-alone qualification in its own right.

This qualification encourages students to take a wider range of subjects in their first year of A level study.

### Grading

A – E

### Assessment

Assessment opportunities for AS qualifications are available in May/June and candidates may take the opportunity to be assessed in stages or at the end of the course.

Assessment is generally by written external examination except where this is not appropriate.

Additionally, non-examination assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

### Further information

Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that taken during the second year of A level studies (known as the A2).

The 2017 and 2018 admissions cycle will see large numbers of applicants applying to HE with a mixture of new and current AS and A levels due to the staggered reform timetable.

AS and A levels accredited in England, Northern Ireland and Wales will differ in terms of structure, content and assessment arrangements. Grading will remain the same.

AS levels approved by Qualifications Wales have been designed so as to be equivalent in demand to those accredited by Ofqual.

Welsh and Northern Irish applicants will be more likely to apply to HE holding an AS qualification.

Link to Qualifications Wales website which hosts qualification and subject level principles and rules published by the Welsh Government/Qualifications

Wales: <http://www.qualificationswales.org/>

Link to WJEC website and specifications: <http://www.wjec.co.uk/>

Note that students in Wales will be able to undertake AS qualifications from different parts of the UK in subjects where there is no specification designed to meet new Welsh Government requirements. The specifications for these qualifications can be found on the individual awarding organisation websites.

## AS or GCE AS - unreformed

### Purpose

The unreformed AS was introduced in September 2000.

The AS assesses the first year of A level study and is also a stand-alone qualification in its own right.

The unreformed AS encourages students to take a wider range of subjects in their first year of A level study, whilst allowing students to drop a subject and specialise further in the second year.

Many HEPs also consider candidates' AS results in their admissions decision-making.

### Grading

A – E

### Assessment

Unreformed AS examinations are taken at the end of the course (modular units assessment shifted to end of year assessment).

Assessment is generally by written external examination except where this is not appropriate.

Additionally, controlled assessments, practical examination, portfolio assessment and coursework are used to assess those aspects of the course which are not suitable for assessment via a timed written examination.

Each unit of assessment is assessed by one method as specified in subject criteria.

### Further information

Whilst both the AS and A level are Level 3 qualifications, assessment within the AS is regarded as less demanding than that taken at the end of the second year of A level study (known as the A2).

As AS results are generally available at the point of applying to university, many HEPs use these to inform offers made to A level students.

The majority of offers made to A level students are expressed in terms of full A level grades.

During Confirmation and Clearing, HEPs may consider additional AS grades when choosing between applicants with the same A level grades.

Some HEPs making points-based offers will accept points gained from AS whilst others will not.

Grade distributions vary across AS subjects, reflecting the fact that some AS and A levels attract students with higher achievements at GCSE.

Some highly selective HEPs ask for candidates' Uniform Mark Scale (UMS) points as well as grades and may focus on grades achieved in one examination sitting.

Links to awarding organisation websites and specifications:

# UK Qualification Information Profiles (QIPS)



[www.aqa.org.uk](http://www.aqa.org.uk)

[www.rewardinglearning.org.uk](http://www.rewardinglearning.org.uk)

[www.eduqas.co.uk](http://www.eduqas.co.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.wjec.co.uk](http://www.wjec.co.uk)

## ASDAN Level 3 Award/Certificate in Personal Effectiveness

### Qualification codes

[100/3560/6](#) (Certificate of Personal Effectiveness)

[600/2771/3](#) (Award of Personal Effectiveness)

### Purpose

**The Level 3 Certificate of Personal Effectiveness** is a substantial and wide-ranging qualification. Its purpose is to enable candidates to develop and demonstrate a range of personal, key, and employability skills, to broaden their experience and to manage their learning in a variety of real-life contexts.

It aims to teach candidates to understand, take responsibility for, and learn from rich activities - rather than simply to experience them. Candidates are required to provide, through these activities, evidence of understanding and skills development against a set of standards. This quantifies and formalises their preparedness to progress into higher education, employment, vocational training, or apprenticeships.

**The Level 3 Award of Personal Effectiveness** is a smaller sized qualification with the same purpose as the Certificate described above. However, this qualification does not appear in the 16-19 performance tables.

### Grading

Both the Award and the Certificate are Pass or Fail only.

### Assessment

Assessment for both the Award and the Certificate is via portfolio only.

### Further information

[View DfE's technical guidance](#)

[Visit the ASDAN website](#)

Contact [qualifications@asdan.org.uk](mailto:qualifications@asdan.org.uk) for more information.

## BIFM Level 3 Diploma in Facilities Management (QCF)

### Qualification code

[600/7749/9](#) (Level 3 Diploma in Facilities Management BIFM)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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British Institution of Facilities Management (BIFM) is the professional body for facilities management. BIFM has invested in building clear career development pathways through its range of facilities management (FM) qualifications.

The purpose is to support both individuals and organisations in developing facilities management expertise towards the achievement of a benchmark of excellence in the facilities management industry.

BIFM Level 3 qualifications in facilities management develop students' ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity.

This includes:

- taking responsibility for initiating and completing tasks and procedures
- exercising autonomy and judgement within limited parameters
- reflecting awareness of different perspectives or approaches within an area of study or work.

### Grading

Achieved or not achieved.

### Assessment

All centres must gain BIFM recognition to deliver and assess the BIFM qualifications.

All assessment criteria of the unit must be achieved in order to achieve the unit and its credit value.

A minimum of 48 credits must be achieved to complete the BIFM Level 3 Diploma.

The following methods for the internal assessment of BIFM units can include:

- a requirement for the application of knowledge of a facilities management work-based scenario whenever possible
- review of evidence from work
- review of evidence from simulated work (i.e., course assignments or projects, including making presentations)
- review of coursework
- oral questioning to supplement other evidence
- professional interviews
- written tests.

BIFM centres can also use any other methods that will provide valid and reliable assessment, subject to the BIFM's approval.

Assessment can be for an individual unit or for groups of units in combination, although in the latter case there remains a requirement that the results can be disaggregated so that credit can be awarded or withheld for the individual units in the group.

BIFM does not allow centres the final decision on awarding the qualification. Assessment is subject to moderation by BIFM (depending on the centre's risk rating a 10-20% sample is taken from the centre's upload of provisional results).

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

Achievement of this qualification can support progression to a foundation or full degree in Facilities Management or a related subject, depending on the learner's overall programme.

Further details on the BIFM Qualifications can be found here: <http://www.bifm.org.uk/bifm/careerdevelopment/newbifmqualificationnetwork/level3>

## BPEC Level 3 Diploma in Plumbing Foundation Tech level (interim-reformed)

### Qualification code

[600/9353/5](#)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

As a Tech level qualification, the Level 3 Diploma in Plumbing Foundation requires the completion of knowledge and practical assessments designed to provide individuals with the basic skills and understanding to allow a progression route to completion of the Level 3 NVQ Diploma in Plumbing and Heating, Domestic Heating, or a trailblazer apprenticeship.

The qualification is intended for 16-19 year old students who are in full-time education. It is for someone who wants to work in the building services engineering industry, and envisages a career as a plumber or plumbing and heating engineer. The qualification may also be suitable for other students, such as adults, who are interested in plumbing or changing their career path.

### Grading

Pass/Fail

### Assessment

Multi-choice knowledge, written response knowledge, and simulated practical. This applies to all units.

All simulated practical assessments must be completed to industry standards. The assessment decision is made by the centre assessor, internally verified, then subject to BPEC External Quality Assurance processes.

Knowledge is assessed by centrally set, centrally marked, online multi-choice exam. The pass mark for all knowledge assessments is 60%.

### Further information



Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding unreformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and unreformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in learners developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

This is a progression qualification and is not recognised as 'qualified' by industry. Students can progress to an industry recognised NVQ at Level 2 or 3, apprenticeship or, when available, a trailblazer apprenticeship. The content of this qualification can be transferred directly into:

- BPEC 600/6284/8 – Level 3 NVQ Diploma in Domestic Plumbing and Heating (Gas Water Heating and Wet Central Heating Appliances)
- BPEC 600/6286/1 – Level 3 NVQ Diploma in Domestic Heating (Gas Water Heating and Wet Central Heating Appliances)
- BPEC 600/6863/2 – Level 3 NVQ Diploma in Domestic Plumbing and Heating (Environmental Technology)
- BPEC 600/6871/1 – Level 3 NVQ Diploma in Domestic Heating (Environmental Technology)

[View DfE's technical guidance](#)

[Qualification specification](#)

## Cambridge International Level 3 Pre-U Certificate

### Qualification code

[500/3815/1](#)

### Purpose

The Cambridge Pre-U curriculum is underpinned by a core set of educational principles and values:

- Encouraging the development of well-informed, open and independent-minded individuals.
- Promoting deep understanding through subject specialisation, with a depth and rigour appropriate to progression to higher education.
- Helping students to acquire specific skills of problem-solving, critical thinking, creativity, team-working, independent learning and effective communication which are needed for study in higher education.
- Recognising the wide range of individual talents and interests.
- Promoting an international outlook and cross-cultural awareness.

For more information please see our website at

[www.cie.org.uk/qualifications/academic/uppersec/preu/overview\\_html](http://www.cie.org.uk/qualifications/academic/uppersec/preu/overview_html)

### Grading

Cambridge Pre-U Principal Subjects, Short Courses and GPR are graded Distinction 1, D2, D3, Merit 1, M2, M3, Pass 1, P2, P3.

The Cambridge Pre-U Diploma does not have grades. Results are reported as a score out of 96, with 96 being the maximum score and 32 being the minimum pass score.

### Assessment

Cambridge Pre-U Principal Subject syllabuses are examined at the end of the two-year programme of study.

Principal Subjects are externally assessed, using appropriate assessment methods. For example, Biology is 100% externally assessed, with 15% of the total allocated marks being given to experimental and practical skills. Economics is assessed through a variety of multiple choice, short answer, data response and essay-based external assessments. Some subjects include coursework which is also externally assessed.

If coursework is included in the assessment, it can be completed whilst doing the course but will not be moderated or externally assessed until the end of the two-year course.

Short Courses are examined at the end of the one-year programme of study and follow a similar approach to assessment as Principal Subjects.

Global Perspectives is assessed through three compulsory components: a written paper, an essay and a multimedia presentation, all of which are externally examined.

The Independent Research Report submission is a single piece of extended writing in the form of a dissertation or a report based on an investigation or field study. The dissertation or report must be no more than 5,000 words in length. Where a project has involved extensive field study, manipulation of data, or laboratory experiment, the resulting report length may fall below these guidelines.

## **Further information**

Constituent qualifications/units all have separate codes

Cambridge Pre-U Principal Subjects and Global Perspectives and Research (GPR) qualifications are regarded as broadly comparable in level to the A Level.

Cambridge Pre-U Short Courses are regarded as broadly comparable in level to the AS.

Many HEPs regard Cambridge Pre-U Principal subjects as interchangeable with A Levels for the purposes of HE admissions.

Cambridge Pre-U Short Courses are generally accepted in lieu of AS Level.

The Cambridge Pre-U GPR is generally accepted as equivalent to an A Level.

The majority of students take Cambridge Pre-U Principal Subjects or GPR in combination with A Levels, so offers need to be flexible.

Details of syllabuses can be found at the awarding body website:

[www.cie.org.uk](http://www.cie.org.uk)

## Central Qualifications (CQ) Veterinary Nursing Tech levels (interim-reformed)

### Qualification codes

[600/5823/7](#) (Diploma in Veterinary Nursing – Equine)

[600/3711/8](#) (Diploma in Veterinary Nursing – Small animal)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

Diplomas in Veterinary Nursing aim to prepare and support students for a career in veterinary nursing. These qualifications provide a veterinary nursing licence to practise.

Upon achievement of the Diplomas in Veterinary Nursing the learner will be eligible to apply to be registered with the Royal College of Veterinary Surgeons as a veterinary nurse.

### Grading

Pass, Merit, Distinction

### Assessment

Assessment is by a mixture of:

- assignments
- examinations
- Central Skills Log (CSL) – online recording of practical skills
- Objective Structured Clinical Examination (OSCE) – practical examination

Theory and knowledge are tested through assignments and examinations.

- Assignments are set by CQ and marked by the training provider.
- Examinations are set and marked by CQ.

Practical elements of the qualification are assessed through CSL and in the final OSCE – a practical exam designed to test clinical skill performance and competencies.

For detailed assessment information, please view the qualification specification on the [CQ website](#).

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding unreformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and unreformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech Levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech Level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

[Qualification specification: Level 3 Diploma in Veterinary Nursing](#)

[Qualification specification: Level 3 Diploma in Veterinary Nursing – Equine](#)

## Certa Level 3 Certificate in Construction Skills

### Qualification code

[603/0389/X](#) (Certa Level 3 Certificate in Construction Skills)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This qualification is appropriate for students who are aged 18+, and is designed to ensure:

- a substantial portion of the learning will focus on developing skills, knowledge, and understanding of construction skills, so all students are effectively prepared for progression to further study or working in the construction industry
- all students develop knowledge and skills about responsible work practice, such as health and safety, so they are well prepared for the world of work

### Grading

All units are graded Pass/Fail.

### Assessment

All units are internally assessed and externally verified.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or apprenticeship.
- If they are presented for admission to HE, it is likely to be in conjunction with other qualifications.

Further information can be found at [www.certa.org.uk/qualifications\\_and\\_units/search/130956](http://www.certa.org.uk/qualifications_and_units/search/130956)



## Chartered Institute of Legal Executives (CILEx) Level 3 Diploma in Law and Legal Skills Tech level (reformed)

### Qualification code

[601/7248/4](#) (CILEx Level 3 Diploma in Law and Legal Skills)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

CILEx focuses on qualifications in the legal profession, being the sole provider of the Chartered Legal Executive qualification route.

The CILEx Level 3 Diploma in Law and Legal Skills is primarily aimed at younger people who have already completed GCSEs, and who now want to move into a career in the legal sector.

### Grading

The qualification overall is graded Fail, Pass, Merit, and Distinction.

Each unit is also graded Fail, Pass, Merit, and Distinction.

The grade for the overall qualification is calculated by combining the collective grade for the formative assessments with the grade for the synoptic assessment.

### Assessment

As noted in Education Context, to be classified as a Tech level the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

The above is the minimum requirements set out by the Department for Education.

All assessments are externally marked and moderated.



- The multiple choice test is 60 minutes in duration
- The formative assessments (for Units 3, 4, 5, and 6) are 90 minutes in duration
- The synoptic assessment is ten hours in duration; but is taken over five days under supervision.

All assessments are taken via e-assessment method.

For more detailed unit and assessment information, please view the qualification specification on the CILEX [website](#).

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The reformed and unreformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

Applicants holding reformed Tech level qualifications will have had experience of external and synoptic assessment.

Tech level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

[View DfE's technical guidance](#)

[Qualification specification](#)

[Ofqual register](#)

[CILEx website](#)

[CILEX regulation website](#)

## CIH Level 3 Certificate in Housing Services

### Qualification code

[600/5239/9](#) (Level 3 Certificate in Housing Services CIH)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The Level 3 Certificate in Housing Services is aimed at preparing individuals for work in front-line housing management roles. The qualification aims to:

- serve core housing worker roles
- allow a variety of combinations of units to match the core specialist housing functions undertaken at different housing organisations
- cover functions such as anti-social behaviour, community development repairs and maintenance, tenure, rents, planning and development, and professional practice
- prepare students for further study in housing related qualifications at Levels 3 and 4

Housing management requires specific knowledge and skills and the Level 3 Certificate in Housing Services has been developed to enable individuals to perform specific roles.

Housing management is a broad occupation, so the qualification contains a number of units that can be combined in a variety of ways to meet the requirements of specific roles e.g. community development, income management, anti-social behaviour etc.

### Grading

Pass, Refer, Fail

### Assessment

The mandatory unit is assessed is by an externally set assignment.

Optional units are assessed by internally set assignments that are externally moderated.

Centres design assignments that are related to real world tasks.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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The Level 3 Certificate in Housing Services has been delivered in schools since 2014 and there will be applicants for higher education for September 2016 entry onwards with the qualification.

Students usually combine this qualification with other qualifications, such as AS levels, A levels and BTECs.

Link to specification: <https://www.cih.org/media/wdypncgc/qspect-l3-c-in-hsg-servicesv0518.pdf>

## City & Guilds Level 3 Health and Social Care: Practice (Adults)

### Qualification code

(Level 3 Health and Social Care: Practice (Adults) – C00/1253/6)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

This qualification is intended for learners working in health and social care settings which provide services for adults requiring care and/or support. It is designed to support progression in employment and/or further and higher level study.

This qualification is practice-based and develops the ability of learners to practically support health and care needs of adults in a range of settings. Achievement of the qualification confers occupational competence.

It provides the opportunity to enrich knowledge and skills using both mandatory content and optional units in adult-focused settings such as domiciliary support services, residential care and learning disability provision.

Please note that it is a requirement of Social Care Wales that an individual working within the health and social care sector will need both:

- the Level 2 Health and Social Care: Core (Adults) qualification and
- the Level 3 Health and Social Care: Practice (Adults) qualification

to work within specific job roles. Further details will be available on the Social Care Wales website <https://socialcare.wales/registration>

### Grading

Pass/fail

### Assessment

100% internal assessment.

All units are assessed through a range of externally set and internally marked practice-based tasks, and a portfolio of evidence.

All of the assessments must be achieved.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.

- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.

This qualification is *a minimum of 240 GLH*. If it is presented for admission to HE it is likely to be in conjunction with other qualifications.

Visit the [healthandcarelearning.wales](https://www.healthandcarelearning.wales) website to find out more about the suite of Health and Social Care and Childcare qualifications for Wales and view the qualification specifications:

Level 3 Health and Social Care (Adults)

<https://www.healthandcarelearning.wales/qualifications/level-3-health-and-social-care-practice-children-and-young-people/>

## City & Guilds Level 3 Health and Social Care: Practice (Children and Young People)

### Qualification code

(Level 3 Health and Social Care: Practice (Children and Young People) )

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

This qualification is intended for learners working in health and social care settings which provide services for children and young people requiring care and/or support. It is designed to support progression in employment and/or further and higher level study.

This qualification is practice-based and develops the ability of learners to practically support health and care needs of children and young people in a range of settings. Achievement of the qualification confers occupational competence.

It provides the opportunity to enrich knowledge and skills using both mandatory content and optional units in children and young people-focused settings such as individual's homes, residential care and learning disability provision.

Please note that it is a requirement of Social Care Wales that an individual working within the health and social care sector will need both:

- the Level 2 Health and Social Care: Core (Children and Young People) qualification and
- the Level 3 Health and Social Care (Children and Young People) qualification

to work within specific job roles. Further details will be available on the Social Care Wales website. <https://socialcare.wales/registration>

### Grading

Pass/fail

### Assessment

100% internal assessment

All units are assessed through a range of externally set and internally marked practice-based tasks, and a portfolio of evidence.

All of the assessments must be achieved.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.

- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- This qualification is a minimum of 240 GLH. If it is presented for admission to HE it is likely to be in conjunction with other qualifications.

Visit the [healthandcarelearning.wales](https://www.healthandcarelearning.wales) website to find out more about the suite of Health and Social Care and Childcare qualifications for Wales and view the qualification specifications:

Level 3 Health and Social Care (Children and Young People)

<https://www.healthandcarelearning.wales/qualifications/level-3-health-and-social-care-practice-children-and-young-people/>



## City & Guilds Tech levels (interim-reformed)

### Qualification codes

[501/0277/1](#) (City & Guilds Level 3 Diploma in ICT Systems and Principles for IT Professionals )

[501/1194/2](#) (City & Guilds Level 3 Diploma in Health & Social Care (Adults) for England)

[601/0569/0](#) (City & Guilds Level 3 Diploma For Legal Secretaries)

[600/2078/7](#) (City & Guilds Level 3 Diploma In Food and Beverage Service Supervision)

[500/9350/2](#) (City & Guilds Level 3 Diploma in Sound Engineering )

[500/8388/0](#) (City & Guilds Level 3 Subsidiary Diploma in Agriculture)

[500/8279/6](#) (City & Guilds Level 3 Subsidiary Diploma in Animal Management)

[500/8560/8](#) (City & Guilds Level 3 Subsidiary Diploma in Countryside Management)

[500/8724/1](#) (City & Guilds Level 3 Subsidiary Diploma in Forestry and Arboriculture)

[500/8714/9](#) (City & Guilds Level 3 Subsidiary Diploma in Horse Management )

[500/8385/5](#) (City & Guilds Level 3 Subsidiary Diploma in Horticulture)

[501/0694/6](#) (City & Guilds Level 3 Subsidiary Diploma in Land-based Technology)

[501/1785/3](#) (City & Guilds Level 3 Diploma in Allied Health Profession Support )

[501/2236/8](#) (City & Guilds Level 3 Diploma in Clinical Healthcare Support )

[601/3140/8](#) (City & Guilds Level 3 Diploma in Professional Patisserie and Confectionery)

[601/0557/4](#) (City & Guilds Level 3 Diploma in Medical Administration )

[600/1221/3](#) (City & Guilds Level 3 Diploma In Electrical Power Engineering - Distribution and Transmission - (Technical Knowledge) )

[600/6757/3](#) (City & Guilds Level 3 Diploma In Travel and Tourism)

[600/0894/5](#) (City & Guilds Level 3 Diploma in Gas Utilisation: Core Skills and Knowledge )

[501/2234/4](#) (City & Guilds Level 3 Diploma in Pathology Support )

[500/9067/7](#) (City & Guilds Level 3 Diploma in Professional Sound Engineering Skills)

[500/8889/0](#) (City & Guilds Level 3 Diploma in Professional Sound and Composition Techniques )

[500/9001/X](#) (City & Guilds Level 3 Diploma in Hair and Media Make-up)

[600/2649/2](#) (City & Guilds Level 3 Diploma in Theatrical, Special Effects, Hair and Media Make - up)

[500/8941/9](#) (City & Guilds Level 3 Diploma in Nail Technology)

[500/9100/1](#) (City & Guilds Level 3 Diploma in Barbering )

- [500/8954/7](#) (City & Guilds Level 3 Diploma in Body and Spa Therapy )
- [601/3598/0](#) (City & Guilds Level 3 Diploma in Stonemasonry)
- [600/8050/4](#) (City & Guilds Level 3 Diploma in Bench Joinery)
- [600/8592/7](#) (City & Guilds Level 3 Diploma in Painting and Decorating)
- [500/9098/7](#) (City & Guilds Level 3 Diploma in Hairdressing for Cutting and Styling Technicians )
- [500/9101/3](#) (City & Guilds Level 3 Diploma in Hairdressing for Colour Technicians )
- [501/2238/1](#) (City & Guilds Level 3 Diploma in Perioperative Support )
- [600/5497/9](#) (City & Guilds Level 3 Diploma In Plumbing Studies )
- [601/1284/0](#) (City & Guilds Level 3 Diploma in Shopfitting Joinery)
- [601/1001/6](#) (City & Guilds Level 3 Diploma in Plastering)
- [600/5499/2](#) (City & Guilds Level 3 Diploma In Electrical Installations (Buildings and Structures))
- [600/0882/9](#) (City & Guilds Level 3 Diploma in Engineering )
- [500/9211/X](#) (City & Guilds Level 3 Diploma in Music Technology and Sound Engineering)
- [500/9099/9](#) (City & Guilds Level 3 Diploma in Women's Hairdressing )
- [501/1585/6](#) (City & Guilds Level 3 Diploma in ICT Systems Support )
- [600/6101/7](#) (City & Guilds Level 3 Diploma in Heating and Ventilating)
- [500/8957/2](#) (City & Guilds Level 3 Diploma in Beauty Therapy Techniques )
- [600/5988/6](#) (City & Guilds Level 3 Diploma in Refrigeration, Air Conditioning and Heat Pump Systems )
- [600/5072/X](#) (City & Guilds Level 3 Diploma in Complementary Therapies )
- [500/6503/8](#) (City & Guilds Level 3 Diploma in Floristry )
- [600/8083/8](#) (City & Guilds Level 3 Diploma In Bricklaying )
- [601/3117/2](#) (City & Guilds Level 3 (Technical) Diploma for the Early Years Practitioner (Early Years Educator))
- [601/4509/2](#) (City & Guilds Level 3 (Technical) Extended Certificate in Constructing the Built Environment)
- [601/4512/2](#) (City & Guilds Level 3 (Technical) Extended Certificate in Digital Technologies)
- [601/4507/9](#) (City & Guilds Level 3 (Technical) Extended Certificate In Engineering)
- [600/6048/7](#) (City & Guilds Level 3 90-credit Diploma in Agriculture)
- [600/6112/1](#) (City & Guilds Level 3 90-credit Diploma in Animal Management)
- [600/6113/3](#) (City & Guilds Level 3 90-credit Diploma in Countryside Management)

- [600/5946/1](#) (City & Guilds Level 3 90-credit Diploma in Forestry and Arboriculture)
- [600/6114/5](#) (City & Guilds Level 3 90-credit Diploma in Horse Management)
- [600/6115/7](#) (City & Guilds Level 3 90-credit Diploma in Horticulture)
- [600/5945/X](#) (City & Guilds Level 3 90-credit Diploma in Land-based Technology)
- [600/6481/X](#) (City & Guilds Level 3 Principal Learning in Construction and the Built Environment)
- [600/1985/2](#) (City & Guilds Level 3 Diploma In Advanced Professional Cookery (Kitchen and Larder))
- [601/3139/1](#) (City & Guilds Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder))
- [600/7995/2](#) (City & Guilds Level 3 Diploma in Site Carpentry)
- [500/8804/X](#) (City & Guilds Level 3 Extended Diploma in Music Technology and Sound Engineering)
- [501/0019/1](#) (City & Guilds Level 3 Diploma in Light Vehicle Maintenance and Repair Principles)
- [501/0618/1](#) (City & Guilds Level 3 Diploma in Accident Repair Body Principles)
- [501/0021/X](#) (City & Guilds Level 3 Diploma in Motorcycle Maintenance and Repair Principles)
- [500/9983/8](#) (City & Guilds Level 3 Diploma in Heavy Vehicle Maintenance and Repair Principles)
- [500/9989/9](#) (City & Guilds Level 3 Diploma in Accident Repair Paint Principles)
- [600/2700/9](#) (City & Guilds Level 3 Diploma in Electrical Power Engineering – Wind Turbine Maintenance (Technical Knowledge))
- [600/6052/9](#) (City & Guilds Level 3 Diploma in Veterinary Nursing)
- [601/4508/0](#) (City & Guilds Level 3 (Technical) Diploma in Constructing the Built Environment)
- [601/4511/0](#) (City & Guilds Level 3 (Technical) Diploma in Digital Technologies)
- [601/4506/7](#) (City & Guilds Level 3 (Technical) Diploma in Engineering)
- [500/8487/2](#) (City & Guilds Level 3 Diploma in Agriculture)
- [500/8321/1](#) (City & Guilds Level 3 Diploma in Animal Management)
- [500/8561/X](#) (City & Guilds Level 3 Diploma in Countryside Management)
- [500/8564/5](#) (City & Guilds Level 3 Diploma in Forestry and Arboriculture)
- [500/8709/5](#) (City & Guilds Level 3 Diploma in Horse Management)
- [500/8384/3](#) (City & Guilds Level 3 Diploma in Horticulture)
- [501/0681/8](#) (City & Guilds Level 3 Diploma in Land-based Technology)
- [500/9959/0](#) (City & Guilds Level 3 Diploma in Pharmaceutical Science)

[500/8779/4](#) (City & Guilds Level 3 Diploma in Advanced Professional Cookery)

[601/3142/1](#) (City & Guilds Level 3 Diploma in Advanced Professional Cookery)

[600/6763/9](#) (City & Guilds Level 3 Extended Diploma in Travel and Tourism)

[500/8490/2](#) (City & Guilds Level 3 Extended Diploma in Agriculture)

[500/8280/2](#) (City & Guilds Level 3 Extended Diploma in Animal Management)

[500/8489/6](#) (City & Guilds Level 3 Extended Diploma in Countryside Management)

[500/8720/4](#) (City & Guilds Level 3 Extended Diploma in Forestry and Arboriculture)

[500/8708/3](#) (City & Guilds Level 3 Extended Diploma in Horse Management)

[500/8401/X](#) (City & Guilds Level 3 Extended Diploma in Horticulture)

[501/0682/X](#) (City & Guilds Level 3 Extended Diploma in Land-based Technology)

## Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

## Grading

The overall qualifications are grades Pass/Fail. Individual units are graded either Fail/Pass/Merit/Distinction, or Pass/Fail. For more detailed grading information, you should review the specification of the individual qualification you are interested in on the City & Guilds [website](#).

## Assessment

Centres wishing to offer these qualifications need centre and qualification approval from City & Guilds.

Assessment of this qualification is by a combination of:

- externally set assignments which are internally marked by the centre and externally quality assured by City & Guilds
- internally assessed, externally verified portfolio of evidence

- externally set, externally marked exam

For more detailed assessment information and for specific unit information, you should review the specification of the individual qualification you are interested in on the City & Guilds [website](#).

### **Further information**

[View DfE's technical guidance](#)

[Qualification specifications.](#)

## City & Guilds TechBac

### Purpose

The City & Guilds TechBac provides 14 – 19 students with a strategic, forward-thinking curriculum that addresses some of the key challenges identified in the 14 – 19 reforms.

These include learner destinations and outcomes, employer engagement and adopting digital delivery.

The City & Guilds TechBac has been developed with and supported by leading employers.

It offers clear progression pathways into further learning, employment, apprenticeships and university.

The Level 3 Technical qualifications within it have met DfE requirements and appear on the 2018 performance tables for 16 – 19 year olds. These requirements include external assessment, synoptic assessment, grading and employer involvement in delivery and/or assessment. These qualifications have also been approved for funding under section 96.

It is closely aligned to the new Ofsted Common Inspection Framework.

It reflects recommendations set out by FELTAG (Further Education Learning Technologies Action Group).

### Grading

The overall TechBac outcome is not graded. However individual elements of the outcome are graded as follows:

Technical qualifications, covering the core technical knowledge and skills for a particular vocational area are graded Distinction\*/Distinction/Merit/Pass.

The Extended Project Qualification (EPQ), allowing the candidate to complete an extended piece of work, including preparation, planning, and delivery of the project is graded A\*, A, B, C, D, E.

### Assessment

The City & Guilds TechBac outcome contains a mix of assessment methods across the different components.

The key components are as follows:

- technical qualification, assessed by externally set and marked examination papers delivered under exam conditions, and externally set and moderated synoptic assignments, delivered in controlled conditions.
- Extended Project Qualification (EPQ), assessed by an internally marked and externally moderated project.
- SkillsZone workplace skills, internally assessed by the centre and externally verified by City & Guilds.

## Further information

TechBac is the generic term given by City & Guilds to a suite of qualifications and skills development rather than a focus on a particular occupation or subject.

Two of the six components are accredited qualifications listed on the UCAS tariff - the Technical qualification and the EPQ.

The other four components add value by focusing on students achieving the employability and wider social skills required to progress on to apprenticeships, employment or higher education.

Link to the City & Guilds TechBac webpage: <http://www.cityandguilds.com/techbac>

## City & Guilds Technicals Tech Levels (reformed)

### Qualification codes

[601/7401/8](#) (City & Guilds Level 3 Advanced Technical Certificate for Legal Secretaries (360 GLH))

[601/7448/1](#) (City & Guilds Level 3 Advanced Technical Certificate in Agriculture (360 GLH))

[601/7518/7](#) (City & Guilds Level 3 Advanced Technical Certificate in Animal Management (360 GLH))

[601/4510/9](#) (City & Guilds Level 3 Advanced Technical Certificate in Constructing the Built Environment (360 GLH))

[601/4513/4](#) (City & Guilds Level 3 Advanced Technical Certificate in Digital Technologies (360 GLH))

[601/4535/3](#) (City & Guilds Level 3 Advanced Technical Certificate in Engineering (360 GLH))

[601/7184/4](#) (City & Guilds Level 3 Advanced Technical Certificate in Equine Management (360 GLH))

[601/7507/2](#) (City & Guilds Level 3 Advanced Technical Certificate in Forestry and Arboriculture (360 GLH))

[601/7453/5](#) (City & Guilds Level 3 Advanced Technical Certificate in Horticulture (360 GLH))

[601/7557/6](#) (City & Guilds Level 3 Advanced Technical Certificate in Land and Wildlife Management (360 GLH))

[601/7382/8](#) (City & Guilds Level 3 Advanced Technical Certificate in the Automotive Industry (360 GLH))

[601/7499/7](#) (City & Guilds Level 3 Advanced Technical Diploma for Professional Chefs (Kitchen and Larder) (450))

[601/7498/5](#) (City & Guilds Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionary) (450))

[601/7419/5](#) (City & Guilds Level 3 Advanced Technical Diploma in Architectural Joinery (450))

[601/7346/4](#) (City & Guilds Level 3 Advanced Technical Diploma in Barbering (450))

[601/7236/8](#) (City & Guilds Level 3 Advanced Technical Diploma in Bricklaying (450))

[601/7515/1](#) (City & Guilds Level 3 Advanced Technical Diploma in Business Travel (450))

[601/7307/5](#) (City & Guilds Level 3 Advanced Technical Diploma in Electrical Installation (450))

[601/7400/6](#) (City & Guilds Level 3 Advanced Technical Diploma in Medical Administration (450))

[601/7492/4](#) (City & Guilds Level 3 Advanced Technical Diploma in Nail Technology (450))

[601/7420/1](#) (City & Guilds Level 3 Advanced Technical Diploma in Painting and Decorating (450))



- [601/7417/1](#) (City & Guilds Level 3 Advanced Technical Diploma in Plastering (450))
- [601/7201/0](#) (City & Guilds Level 3 Advanced Technical Diploma in Plumbing (450))
- [601/7497/3](#) (City & Guilds Level 3 Advanced Technical Diploma in Professional Cookery (450))
- [601/7418/3](#) (City & Guilds Level 3 Advanced Technical Diploma in Site Carpentry (450))
- [601/7370/1](#) (City & Guilds Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (450))
- [601/7462/6](#) (City & Guilds Level 3 Advanced Technical Diploma for Professional Chefs (540))
- [601/7452/3](#) (City & Guilds Level 3 Advanced Technical Diploma in Agriculture (540))
- [601/7520/5](#) (City & Guilds Level 3 Advanced Technical Diploma in Animal Management (540))
- [601/7352/X](#) (City & Guilds Level 3 Advanced Technical Diploma in Beauty and Spa Therapy (540))
- [601/7355/5](#) (City & Guilds Level 3 Advanced Technical Diploma in Complementary Therapies (540))
- [601/4509/2](#) (City & Guilds Level 3 Advanced Technical Diploma in Constructing the Built Environment (540))
- [603/0367/0](#) (City & Guilds Level 3 Advanced Technical Diploma in Coordinating Business Support (540 GLH))
- [601/7439/0](#) (City & Guilds Level 3 Advanced Technical Diploma in Early Years and Childcare (540))
- [601/4507/9](#) (City & Guilds Level 3 Advanced Technical Diploma in Engineering (540))
- [601/7185/6](#) (City & Guilds Level 3 Advanced Technical Diploma in Equine Management (540))
- [601/7444/4](#) (City & Guilds Level 3 Advanced Technical Diploma in Floristry (540))
- [601/7348/8](#) (City & Guilds Level 3 Advanced Technical Diploma in Hairdressing (540))
- [601/7207/1](#) (City & Guilds Level 3 Advanced Technical Diploma in Health and Care (540))
- [601/7456/0](#) (City & Guilds Level 3 Advanced Technical Diploma in Horticulture (540))
- [601/7558/8](#) (City & Guilds Level 3 Advanced Technical Diploma in Land and Wildlife Management (540))
- [601/7501/1](#) (City & Guilds Level 3 Advanced Technical Diploma in Media Make-up Artistry (540))
- [601/7514/X](#) (City & Guilds Level 3 Advanced Technical Diploma in Theatrical, Special Effects, and Media Make-up Artistry (540))
- [601/7451/1](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Agriculture (720))
- [601/7550/3](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Animal Management (720))

[601/4508/0](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment (720))

[601/4511/0](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Digital Technologies (720))

[601/4506/7](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Engineering (720))

[601/7186/8](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Equine Management (720))

[601/7455/9](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Horticulture (720))

[601/7565/5](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (720))

[601/7383/X](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in the Automotive Industry (720))

[601/7440/7](#) (City & Guilds Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080))

[601/7459/6](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Agriculture (1080))

[601/7549/7](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Animal Management (1080))

[601/5640/5](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment (1080))

[601/7187/X](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Equine Management (1080))

[601/7517/5](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Forestry and Arboriculture (1080))

[601/7200/9](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Health and Care (1080))

[601/7454/7](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Horticulture (1080))

[601/7564/3](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (1080))

[601/7463/8](#) (City & Guilds Level 3 Advanced Technical Extended Diploma in Land-based Engineering (1080))

## Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers

recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

## Grading

The 360, 450 and 540 GLH qualifications, and the 720 and 1080 GLH qualifications awarded prior to 2019, are graded P, M, D, D\*.

The 720 GLH qualifications first awarded in 2019 have double grading (PP, PM, MM, MD, DD, DD\*, D\*D\*)

The 1080 GLH qualifications first awarded in 2019 have triple grading (PPP, PPM, PMM, MMM, MMD, MDD, DDD, DDD\*, DD\*D\*, D\*D\*D\*)

Individual units are graded P, M, D. The grades for each unit attract points which are aggregated together taking into account weightings to identify the final qualification grade.

## Assessment

As noted in Education Context, to be classified as a Tech level qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

The above is the minimum requirements set out by the Department for Education. City & Guilds Technicals are assessed using the following assessment methods:

- Externally set, externally marked theory exams
- Externally set, internally marked, externally moderated synoptic assignment.
- Independent assignments or theory exams (optional units only)

Overall aggregation is graded from mandatory content (synoptic and external test). Optional unit grades do not contribute towards the overall qualification grade. There is no compensation, and only one resit opportunity for each synoptic assessment and exam.

To gain the qualification, students must achieve a minimum of a Pass in all assessments, including optional units.

For detailed assessment information you should review the specification of the [individual qualification](#) you are interested in.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

Applicants holding reformed Tech level qualifications will have had experience of external and synoptic assessment.

Tech level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

[View DfE's technical guidance](#)

[Qualification specifications](#)



## City & Guilds vocational qualifications

### Qualification codes

[601/0110/6](#) (City & Guilds Level 3 Diploma in Business Administration)

[601/3608/X](#) (City & Guilds Level 3 Diploma in Digital Marketing)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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City & Guilds is a leader in skills development, providing services to training providers, employers, and trainees across a variety of sectors to meet the needs of today's workplace. City & Guilds qualifications and apprenticeships are valued by employers across the world, helping individuals develop their talents and abilities for career progression.

### Grading

Units are graded as Pass/Fail.

Overall qualification grade is Pass/Fail.

### Assessment

Assessments of these qualifications are by a combination of:

- externally set assignments
- internally assessed, externally verified portfolio of evidence
- externally set and marked online exam

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.

- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

For more information, visit City & Guilds web page for specifications at: [www.cityandguilds.com](http://www.cityandguilds.com).

**Core Maths: qualifications that count towards DfE 16–19 Performance Tables in this category**

## Qualification codes

[601/4945/0](#) (AQA Certificate in Mathematical Studies)

[601/4708/8](#) (City & Guilds Certificate in Using and Applying Mathematics)

[601/4782/9](#) (OCR (MEI) Certificate in Quantitative Problem Solving)

[601/4783/0](#) (OCR (MEI) Certificate in Quantitative Reasoning)

[601/4857/3](#) (Pearson Edexcel Certificate in Mathematics in Context)

[601/4842/1](#) (WJEC Eduqas Certificate in Mathematics for Work and Life)

[603/3437/X](#) (NCFE Level 3 Certificate in Mathematics for Everyday Life (first teaching from Sep. 2019))

## Purpose

This is a new category of qualification from first teaching 2014.

Core Maths is a generic title for a range of different Level 3 mathematical qualifications; it is not a qualification title in itself.

The key purposes are to widen participation in the study of mathematics from age 16 and to support the development of mathematical skills for progression to higher education and employment.

The qualifications offer an opportunity for students not studying AS or A level mathematics to study a Level 3 mathematics course alongside their main programme of study.

These qualifications offer a different range of progression opportunities to AS or A level mathematics; they will be particularly useful for those progressing to higher education courses with a specific mathematical content such as psychology, geography, business, and management.

The seven Core Maths qualifications available have distinctive characteristics in addition to the generic features described in this QIP.

## Grading

A – E

## Assessment

All Core Maths qualifications are linear, with assessment that counts towards grading taking place at the end of the course of study.

All qualifications include a significant element of synoptic assessment which require candidates to identify and use, in an integrated way, a selection of skills, techniques, concepts, theories, and knowledge from across the course content.



A minimum of 80 per cent of the overall grade is based on external examination assessment.

Any internal assessments are subject to external moderation.

Coursework may play a role in the assessment of Core Maths qualifications.

## Further information

Since September 2015 the qualifications have been available to all schools and colleges; a larger number applicants may offer one of the qualifications from 2017 onwards.

Core Maths qualifications will generally be taken by applicants alongside A levels, Applied General and Tech Level qualifications.

Core Maths qualifications have been designed as two-year courses; however, some students may take the qualification in one year.

The qualifications are designed for learners holding at least a grade C or a grade 4 in GCSE mathematics, to enable them to develop further mathematical understanding and skills in the application of mathematics to authentic problems.

They are expected to provide a sound basis for the general mathematical demands that students will face at university and within employment across a broad range of academic, professional, and technical fields.

The qualifications are valuable for all students progressing to university but particularly those progressing to higher education courses with a distinct mathematical or statistical element such as psychology, geography, business, and management. Several universities and colleges make reference to Core Maths as part of their curriculum reform statements; these can be viewed at: [www.ucas.com/advisers/guides-and-resources/qualification-reform#stateme...](http://www.ucas.com/advisers/guides-and-resources/qualification-reform#stateme...)

Core Maths qualifications are distinct from A level and AS mathematics, which focus more on developing mathematical techniques, advanced analysis of mathematical problems, and construction of related arguments and methods of proof.

Core Maths qualifications are unlikely to satisfy the requirements of those universities and colleges offering courses that require AS mathematics, due to the differences in skill and knowledge development.

The design of each qualification accredited has been actively supported by at least six stakeholders to include employers, university or college academic departments, and professional and learned bodies.

Further information on the generic requirements for Core Maths qualifications can be found at: [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/450294/Core-Maths-Technical-Guidance.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/450294/Core-Maths-Technical-Guidance.pdf)

The seven Core Maths qualifications available have distinctive characteristics in addition to the generic features described in this QIP.

For further information view the specifications at the links below:

[www.aqa.org.uk/1350](http://www.aqa.org.uk/1350)

[www.cityandguilds.com/qualifications-and-apprenticeships/skills-for-work-and-life/english-mathematics-and-ict-skills/3849-using-and-applying-mathematics#tab=information](http://www.cityandguilds.com/qualifications-and-apprenticeships/skills-for-work-and-life/english-mathematics-and-ict-skills/3849-using-and-applying-mathematics#tab=information)

[www.ocr.org.uk/coremaths](http://www.ocr.org.uk/coremaths)

[www.edexcel.com/coremaths](http://www.edexcel.com/coremaths)

<https://www.eduqas.co.uk/>

[www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-3-certificate-in-mathematics-for-everyday-life-1598](http://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-3-certificate-in-mathematics-for-everyday-life-1598)

## Cskills Awards Tech levels (interim-reformed)

### Qualification codes

[501/0812/8](#) (Cskills Awards Level 3 Diploma in Plant Maintenance (QCF))

[500/4254/3](#) (CSkills Awards Level 3 Diploma in Wall and Floor Tiling)

[601/3115/9](#) (Cskills Awards Level 3 Diploma in Construction Plant or Machinery Maintenance (Construction) (QCF))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

Diploma in Plant Maintenance and Diploma in Wall and Floor Tiling: Pass/Fail

Diploma in Construction Plant or Machinery Maintenance: Pass, Merit, Distinction

### Assessment

#### Assessment – Skills Test

- Practical assignments have been developed for each individual unit, which gives the flexibility to assess students in the manner most fit for purpose. This gives the option to sign students off on a unit-by-unit basis to aid with retention and recognise every students' achievements.
- The practical assignments have been designed so that certain units are able to be delivered together; however others can be delivered in isolation. Ultimately students will cover all of the skills learning outcomes and assessment criteria for all of the units.
- They are designed to be taken within a simulated construction environment, away from the stresses and distractions experienced on a real site.
- They are practical assignments that are to be taken within a set period of time.
- The assignments can be delivered by single unit, several units at a time or at the end of the whole qualification.

- The assignments are monitored and marked by the trainers.

## Assessment – Knowledge Test

- The knowledge assessment is designed to be taken on a computer using the Cskills Awards online testing platform. However paper testing is also available.
- The tests are externally set and marked.
- They are multiple choice tests where students can choose one of four possible answers.
- The tests cover the learning outcomes for each unit and measures that they have been met.
- Testing can be by single unit, several units at a time or all the units at the end of the whole qualification.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see ‘Education context’). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

Qualification specifications:

- [Level 3 Diploma in Wall and Floor Tiling \(QCF\)](#)
- [Level 3 Diploma in Construction Plant or Machinery Maintenance \(Construction\) \(QCF\)](#)

## Cskills Awards Tech levels (reformed)

### Qualification codes

[600/8617/8](#) (Level 3 Diploma in Bench Joinery – construction)

[600/8607/5](#) (Level 3 Diploma in Bricklaying – construction)

[600/8610/5](#) (Level 3 Diploma in Painting and Decorating – construction)

[600/8613/0](#) (Level 3 Diploma in Plastering – construction)

[600/8604/X](#) (Level 3 Diploma in Site Carpentry – construction)

[600/8626/9](#) (Level 3 Diploma in Stonemasonry – Banker – construction)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a ‘licence to practise’ or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

Cskills Awards specialise in qualifications in construction, planning and the built environment.

### Grading

Pass, Merit, Distinction

### Assessment

As noted in Education Context, to be classified as a Tech level qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

The above is the minimum requirements set out by the Department for Education. However, the application of this may differ by awarding organisation, therefore for more detailed information please review the specification of the individual qualification on the Cskills [website](#).

## Assessment – Skills Test

- Practical assignments have been developed for each individual unit, which gives the flexibility to assess students in the manner most fit for purpose. This gives the option to sign students off on a unit-by-unit basis to aid with retention and recognise every students' achievements.
- The practical assignments have been designed so that certain units are able to be delivered together; however others can be delivered in isolation. Ultimately students will cover all of the skills learning outcomes and assessment criteria for all of the units.
- They are designed to be taken within a simulated construction environment, away from the stresses and distractions experienced on a real site.
- They are practical assignments that are to be taken within a set period of time.
- The assignments can be delivered by single unit, several units at a time or at the end of the whole qualification.
- The assignments are monitored and marked by the trainers.

## Assessment – Knowledge Test

- The knowledge assessment is designed to be taken on a computer using the Cskills Awards online testing platform. However paper testing is also available.
- The tests are externally set and marked.
- They are multiple choice tests where students can choose one of four possible answers.
- The tests cover the learning outcomes for each unit and measures that they have been met.
- Testing can be by single unit, several units at a time or all the units at the end of the whole qualification.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech Level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this,

HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.

- The reformed and unreformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

Progression to higher education is generally within the vocational area of the Tech Level, and may be to a foundation degree.

Applicants holding reformed Tech Level qualifications will have had experience of external and synoptic assessment.

Tech Level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

[View DfE's technical guidance](#)

[www.nocn.org.uk/what-we-do/qualifications/600-8617-8-nocn\\_cskills-award...](http://www.nocn.org.uk/what-we-do/qualifications/600-8617-8-nocn_cskills-award...)

[www.nocn.org.uk/what-we-do/qualifications/600-8607-5-nocn\\_cskills-award...](http://www.nocn.org.uk/what-we-do/qualifications/600-8607-5-nocn_cskills-award...)

[www.nocn.org.uk/what-we-do/qualifications/600-8610-5-nocn\\_cskills-award...](http://www.nocn.org.uk/what-we-do/qualifications/600-8610-5-nocn_cskills-award...)

[www.nocn.org.uk/what-we-do/qualifications/600-8613-0-nocn\\_cskills-award...](http://www.nocn.org.uk/what-we-do/qualifications/600-8613-0-nocn_cskills-award...)

[www.nocn.org.uk/what-we-do/qualifications/600-8613-0-nocn\\_cskills-award...](http://www.nocn.org.uk/what-we-do/qualifications/600-8613-0-nocn_cskills-award...)

[www.nocn.org.uk/what-we-do/qualifications/600-8604-x-nocn\\_cskills-award...](http://www.nocn.org.uk/what-we-do/qualifications/600-8604-x-nocn_cskills-award...)

[www.nocn.org.uk/what-we-do/qualifications/600-8626-9-nocn\\_cskills-award...](http://www.nocn.org.uk/what-we-do/qualifications/600-8626-9-nocn_cskills-award...)



## CTH Level 3 Extended Certificate in Professional Cookery

### Qualification code

[603/1929/X](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This qualification (QAN 603/1929/X ) is included in the [Section 96 table of approved qualifications](#).

CTH has been a specialist awarding organisation since 1982, developing qualifications only for the culinary, hospitality, tourism, and travel sectors. Qualifications are developed in partnership with leading employers, organisations, and individuals to ensure their relevance. Some of CTH's culinary qualifications have been developed in partnership with Gordon Ramsay, and experts at leading CTH culinary centres, including the Tante Marie Academy and Leith's School of Food and Wine. CTH has recently established a partnership with the Institute of Hospitality, in which CTH has taken over their Ofqual regulated qualifications and activity. This partnership will further enhance the links between CTH and the hospitality industry, as well as provide ongoing professional development opportunities for CTH students as they join the workplace or pursue further education opportunities.

### Grading

Units are graded as Fail, Pass, Merit, and Distinction.

The qualification is also graded as Fail, Pass, Merit, and Distinction.

### Assessment

The Level 3 Extended Certificate in Professional Cookery is assessed by a combination of exams and assignments:

- Practical examinations for the culinary skills units, are internally assessed and verified, and externally moderated by a CTH culinary examiner. Candidates are required to produce complex dishes to a high standard. The assessment menus are internally set, but approved by CTH in advance to ensure coverage of learning outcomes and assessment criteria. Each unit can be examined individually, or more usually combined with further units in a single assessment activity. Photographic and video evidence of student work at key stages of each process and completed dishes is required for all CTH culinary qualifications. CTH examiners also attend a representative number of

examinations, and assess internal assessor's mark schemes for consistency of application of marks.

- The menu planning and costing unit is assessed by an externally set and moderated project assignment.
- The food safety and hygiene unit is assessed by an externally set and marked examination.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or apprenticeship.
- This qualification is 235 GLH, or 300 TQT. If presented for admission to HE, it is likely to be in conjunction with other qualifications.

See the CTH website ([www.cthawards.com](http://www.cthawards.com)) for further information about CTH.

The [qualification specification](#) for this CTH Level 3 Extended Certificate in Professional Cookery can be downloaded from the website.

## Cyber Extended Project Qualification (CyberEPQ)

### Qualification code

[601/1217/7](#)

### Purpose

During the CyberEPQ, students complete modules on different aspects of cyber security to gain a holistic understanding of the cyber industry, gain cyber skills, understand cyber processes and gain confidence to pursue a career in cyber.

This qualification is an independent project where students are required to complete an extended writing task and presentation on a particular aspect of cyber security which interests them, developed from the learning content throughout the modules.

The CyberEPQ enhances many soft study and cyber specific skills in students that help them during the next stages in their study. This helps to bridge the gap between school and college work to the next steps of university, apprenticeships, and careers in the future.

### Grading

A\*-E

### Assessment

The extended project is an internally assessed qualification and the final grade is awarded by City and Guilds.

Students need to complete up to 11 modules in different aspects of cyber and reflect on each in a journal, produce a production log, verified by the supervisor, a written report (5,000 words), and a presentation.

Students will be assessed against four objectives:

- **AO1 Manage:** Identify, design, plan and complete the individual project. Apply organisational skills and strategy to meet the objectives and provide evidence of progress within this.
- **AO2 Use of Resources:** Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of appropriate links, connections and complexities of the chosen topic.
- **AO3 Develop and Realise:** Select and use a range of skills, including new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes.

- **AO4 Review:** Evaluate outcomes including own learning and performance. Convey and present evidenced outcomes and conclusions through an appropriate format.

## Further information

Tariff points are allocated to all Level 3, UK regulated qualifications. For the CyberEPQ this is listed under the City & Guilds Level 3 Extended Project listing:

In line with standard EPQ's the CyberEPQ reflects:

- Feedback from HEPs suggests that the skills that students develop as part of the EPQ are highly valued.
- Some HEPs signal this by adjusting their standard A level offer for certain courses to include the EPQ.
- Others use EPQ results in Confirmation and Clearing to distinguish between students who have the same A level results.
- A number of universities and colleges encourage applicants to refer to their project in the personal statement and interviews.
- EPQs are widely valued by universities and colleges making points-based offers.
- The EPQ is not as widely offered to students as e.g. A levels.

Due to the unique structure and assessment method of the EPQ, teachers and advisers may not feel equipped to predict a grade. If a predicted grade is not supplied, we would encourage teachers to use the reference and/or school specific URL to provide information about the EPQ and any policy for predicting grades, to help inform admissions decision making.

Value adds of the CyberEPQ vs the standard EPQ:

- Gain a qualification in cyber security that puts you ahead of the competition when enrolling for cyber security courses in HEPs
- After completion, gain a one year free membership to CIISec to benefit from cyber masterclasses, skills frameworks, ABC guides and networking opportunities.

## Website links

<https://cyberepq.org.uk/>

<https://www.ciisec.org/>

<https://register.ofqual.gov.uk/Detail/Index/30321?category=qualifications&query=city%20and%20guilds%20level%203%20extended%20project>



## EAL Engineering Technologies suite

### Qualification codes

[601/5799/9](#) (EAL Level 3 Subsidiary Diploma in Engineering Technologies)

[601/5801/3](#) (EAL Level 3 Diploma in Engineering Technologies)

[601/5802/5](#) (EAL Level 3 Extended Diploma in Engineering Technologies)

[603/0564/2](#) (EAL Level 3 Technical Extended Diploma in Engineering Technologies)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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EAL's suite of qualifications in engineering technologies have been specifically designed for students undertaking a range of pathways in an advanced apprenticeship, or 16 – 19 year old students in full-time education who are interested in pursuing a career in the engineering sector.

The qualifications are relevant to a range of occupations and job roles such as maintenance engineer, mechanical engineer, welder and/or fabricator, and electrical and/or electronic engineer. They may also be suitable for other students, including adults, who are interested in engineering technology and/or are considering a career change, or progression to a higher education course.

EAL is the specialist skills partner and awarding body for industry, offering a large number of qualifications across a range of sectors, including, engineering, manufacturing and construction.

EAL has also developed a Level 3 Advanced Diploma in Engineering Technology, which meets the requirements for Tech level qualifications for inclusion in performance measures, with which these qualifications share the same unit content. UCAS has published a separate QIP for the EAL Level 3 Advanced Diploma in Engineering Technology.

Additionally these qualifications have advanced mathematics and science content, and advanced knowledge and understanding of the practices and processes of engineering technologies, which provide a platform for a student to progress to a higher education course.

### Grading

Sub Diploma, Diploma and Extended Diploma: Pass, Merit, Distinction

Technical Extended Diploma: Pass, Merit, Distinction, Distinction\*

### Assessment

Security Marking: Public

Document Owner: Qualifications Service Delivery Partner

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Created:

Tuesday, 29

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Externally set and externally marked online examinations for:

- Engineering and environmental health and safety (40 minute examination sat in exam conditions)
- Students are assessed against four learning outcomes within the Engineering and environmental health and safety unit:
  - Understand health and safety roles and responsibilities
  - Understand the application of health and safety in the engineering environment
  - Understand the safe moving and storing of materials
- Marks are allocated in accordance with the detailed externally set marking criteria.
- All examinations are subject to moderation.

All mandatory units in one of the pathways (Externally set and internally marked)

- Specific assessment time is given within each of the units that make up the optional pathway.
- Students are assessed against all of the learning outcomes within all of the units within the specified optional pathway.
- Marks are allocated in accordance with the detailed externally set marking criteria.
- All assessments are subject to moderation.

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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The first cohort with the suite of EAL Level 3 Diplomas in Engineering Technologies completed their qualifications in June and July 2017, for application to higher education for September 2017 entry.

Students may combine the suite of EAL Level 3 Diplomas in Engineering Technologies with other qualifications, such as AS and A levels, BTECs or Cambridge Technicals.

Further information on the suite of EAL Level 3 Diplomas in Engineering Technologies can be found here:

<http://eal.org.uk/record/2580-subsidiary-diploma-in-engineering-technologies>

<http://eal.org.uk/record/2579-engineering-technologies>

<http://eal.org.uk/record/2582-engineering-technologies>

<http://eal.org.uk/record/2618-level-3-technical-extended-diploma-in-engineering-technologies>



## EAL Tech levels (interim-reformed)

### Qualification codes

[600/9331/6](#) (EAL Level 3 Diploma in Electrical Installation)

[600/8595/2](#) (EAL Level 3 Diploma in Plumbing and Heating)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

EAL is the specialist skills partner and awarding body for industry, offering a large number of qualifications across a range of sectors, including, engineering, manufacturing, and construction.

### Grading

Pass, Refer.

### Assessment

Online examinations are externally set and externally marked for both mandatory and optional units.

Theory and practical assignments are externally set and internally marked for both mandatory and optional units.

### Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.

- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see ‘Education context’). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech Levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech Level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE’s technical guidance](#)

[Qualification specifications](#)

## EAL Tech levels (reformed)

### Qualification codes

[601/4563/8](#) (EAL Level 3 Advanced Diploma in Electrical Installation)

[601/4567/5](#) (EAL Level 3 Advanced Diploma in Plumbing)

[601/4564/X](#) (EAL Level 3 Advanced Diploma in Engineering Technology)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

Pass, Merit, Distinction

### Assessment

As noted in Education Context, to be classified as a Tech level qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

The above is the minimum requirements set out by the Department for Education.

The assessments in the **EAL Level 3 Advanced Diploma in Electrical Installation** consist of:

#### **Externally set and externally marked online examinations for the five mandatory core units and two optional units (of which the student must choose one optional unit):**

- Understanding environmental legislation, working practices, and the principles of environmental technology systems (40 minute examination sat in exam conditions)
- Electrical installation planning, preparing, and designing (50 minute examination sat in exam conditions)

- Inspecting, testing and commissioning of electrotechnical systems and equipment in buildings, structures, and the environment (80 minute examination sat in exam conditions)
- Diagnosing and correcting electrical faults in electrotechnical systems and equipment in buildings, structures, and the environment (90 minute examination sat in exam conditions)
- Electrical science and principles (40 minute examination sat in exam conditions)
- Understanding the practices and procedures for overseeing and organising the work environment (electrical installation) (90 minute examination sat in exam conditions)
- Requirements of BS 7671 and its application to electrical installations (120 minute examination sat in exam conditions)

Students will be assessed against all the learning outcomes in the mandatory core units and optional units. Marks are allocated in accordance with the detailed, externally set marking criteria. All examinations are subject to moderation.

### **Externally set and internally marked theory and practical assignments for the five mandatory core units:**

- Electrical installation planning, preparing, and designing (theory assignment)
- Electrical installation craft skills (practical assignment)
- Inspecting, testing, and commissioning of electrotechnical systems and equipment in buildings, structures, and the environment (practical assignment)
- Diagnosing and correcting electrical faults in electrotechnical systems and equipment in buildings, structures, and the environment (practical assignment)
- Electrical science and principles (theory assignment)

Marks are allocated in accordance with the detailed, externally set marking criteria. All assessments are subject to moderation.

**A synoptic assessment** which is set by EAL and is marked and moderated by the centre and subject to external quality assurance. It will comprise a scenario and a series of connected tasks that must be completed.

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The assessments in the **EAL Level 3 Advanced Diploma in Plumbing** consist of:

### **Externally set and externally marked online examinations for the six mandatory core units:**

- How to organise resources in the building services, environment (60 minute examination sat in exam conditions)
- Domestic cold water system installation, commissioning, service, and maintenance techniques (75 minute examination sat in exam conditions)

- Domestic hot water system installation, commissioning, service, and maintenance techniques (105 minute examination sat in exam conditions)
- Domestic central heating system installation, commissioning, service, and maintenance techniques (60 minute examination sat in exam conditions)
- Domestic sanitation system installation, commissioning, service, and maintenance techniques (60 minute examination sat in exam conditions)
- The fundamental principles and requirements of environmental technology systems (60 minute examination sat in exam conditions)

Students will be assessed against all the learning outcomes in the mandatory core units. Marks are allocated in accordance with the detailed externally set marking criteria. All examinations are subject to moderation.

### **Externally set and internally marked theory and practical assignments for the four mandatory core units:**

- Domestic cold water system installation, commissioning, service, and maintenance techniques
- Domestic hot water system installation, commissioning, service, and maintenance techniques
- Domestic central heating system installation, commissioning, service, and maintenance techniques
- Domestic sanitation system installation, commissioning, service, and maintenance techniques

Marks are allocated in accordance with the detailed, externally set marking criteria. All assessments are subject to moderation.

**A synoptic assessment**, which is set by EAL and is marked and moderated by the centre and subject to external quality assurance. It will comprise a scenario and a series of connected tasks that must be completed.

The synoptic assessment must be designed to cover a range of assessment criteria from a number of units that are relevant to the scenario and related tasks. The synoptic assessment will, together with the assessments relating to individual units, ensure all learning outcomes in the qualification have been fully and appropriately covered.

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The assessments within the **EAL Level 3 Advanced Diploma in Engineering Technology** consist of:

### **Externally set and externally marked online examinations for the two mandatory core units:**

- Engineering principles and technology (80 minute examination sat in exam conditions)

- Engineering and environmental health and safety (40 minute examination sat in exam conditions)

Students will be assessed against five learning outcomes in the Engineering principles and technology unit:

- Understand measurement and marking out techniques applied to engineering
- Understand engineering materials and material properties
- Understand numeracy applied to engineering
- Understand science applied to engineering
- Understand forms of communication used within engineering.

Students will be assessed against four learning outcomes in the Engineering and environmental health and safety unit:

- Understand health and safety roles and responsibilities
- Understand the application of health and safety in the engineering environment
- Understand the safe moving and storing of materials
- Understand environmental management

Marks are allocated in accordance with the detailed, externally set marking criteria. All examinations are subject to moderation.

**All mandatory units in one of the seven optional pathways** (externally set and internally marked) – specific assessment time is given in each of the units that make up the optional pathway.

Students will be assessed against all the learning outcomes in all of the mandatory units within the specified optional pathway.

Marks are allocated in accordance with the detailed, externally set marking criteria. All assessments are subject to moderation.

**A synoptic assessment**, which is set by the centre and approved by EAL, and is marked and moderated by the centre and subject to external quality assurance. It will comprise a scenario and a series of connected tasks that must be completed.

The synoptic assessment must be designed to cover a range of assessment criteria from a number of units that are relevant to the scenario and related tasks. The synoptic assessment will, together with the assessments relating to individual units, ensure all learning outcomes in the qualification have been fully and appropriately covered.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

Applicants holding reformed Tech level qualifications will have had experience of external and synoptic assessment.

Tech level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

[View DfE's technical guidance](#)

[Qualification specifications](#)

## Extended Project Qualification (EPQ)

### Qualification codes

[600/9534/9](#)

[601/1217/7](#)

[500/2406/1](#)

[500/2372/X](#)

[500/4161/7](#)

[500/4182/4](#)

[601/4698/9](#)

[603/2304/8](#)

[603/3495/2](#)

### Purpose

This qualification helps students develop and demonstrate their project management skills and provides opportunities for extended writing, both of which are highly valued for progression to higher education and employment.

Students can tailor their project to fit their individual needs, choices and aspirations with the agreement of their centre.

The outcome of the project can be a design, performance, report, dissertation or artefact.

### Grading

A\* – E

### Assessment

The extended project must be a single-unit, internally assessed qualification.

Students need to produce a production log, verified by the supervisor, a written report, supplementary evidence and a presentation.

Students will be assessed against four objectives:

#### **AO1 Manage**

Identify, design, plan and complete the individual project or task within a group project, applying organisation skills and strategies to meet stated objectives

#### **AO2 Use resources**

Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of their topic



## AO3 Develop and realise

Select and use a range of skills, including new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes

## AO4 Review

Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present outcomes and conclusions

Mark grids are provided for each unit to demonstrate student performance at three levels for each assessment outcome, and how marks may be allocated. In general terms, progression across the mark bands is characterised by increasing:

- breadth and depth of understanding,
- coherence, evaluation and analysis,
- independence and originality.

## Further information

- Feedback from HEPs suggests that the skills that students develop as part of the EPQ are highly valued.
- Some HEPs signal this by adjusting their standard A level offer for certain courses to include the EPQ.
- Others use EPQ results in Confirmation and Clearing to distinguish between students who have the same A level results.
- A number of universities and colleges encourage applicants to refer to their project in the personal statement and interviews.
- EPQs are widely valued by universities and colleges making points-based offers.
- The EPQ is not as widely offered to students as e.g. A levels.
- Due to the unique structure and assessment method of the EPQ, teachers and advisers may not feel equipped to predict a grade. If a predicted grade is not supplied, we would encourage teachers to use the reference and/or school specific URL to provide information about the EPQ and any policy for predicting grades, to help inform admissions decision making.

Links to awarding organisation websites and specifications:

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.cityandguilds.com](http://www.cityandguilds.com)

[www.ocr.org.uk](http://www.ocr.org.uk)

<https://qualifications.pearson.com/en/home.html>

[www.vtct.org.uk](http://www.vtct.org.uk)

[www.wjec.co.uk](http://www.wjec.co.uk)

[www.asdan.org.uk](http://www.asdan.org.uk)

## **FAQ Certificate in Emergency Response Ambulance Driving at SCQF Level 6**

### **Qualification code**

(R773 04)

### **Purpose**

To provide Learners with the skills, knowledge and understanding required to prepare, drive and manoeuvre Class 3 Ambulance Vehicles under both routine and emergency response conditions. (Class 3 = Ambulance (medium) vehicles with 4 or more wheels and a gross vehicle weight exceeding 3500kg, but not exceeding 7500kg.) This qualification covers driving legislation, driver responsibilities, pre-driving checks and daily inspections, the system of car control, driving under routine and emergency response conditions, manoeuvring and reversing, safety systems, emergency response driving practices, navigation, adverse conditions and human factors.

This qualification is aimed at individuals who work, or intend to work as, an ambulance technician or a HCPC registered paramedic.

This qualification is recognised as an equivalent to the FAQ Level 3 Certificate in Emergency Response Ambulance Driving (RQF) in England, Wales and Northern Ireland.

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### **Grading**

Pass or Fail.

### **Assessment**

Portfolio of evidence, multiple choice assessment.

## FAQ Emergency First Aid at Work at SCQF Level 6

### Qualification code

(R783 04)

### Purpose

The purpose of the Emergency First Aid at Work at SCQF Level 6 is to provide Learners with the skills, knowledge and understanding required to act as a first aider in the workplace. The qualification covers all the required first aid skills necessary to manage a patient that is not breathing normally, is unconscious, bleeding, or is ill or injured prior to the arrival of the emergency services.

This qualification is in line with the delivery standards for regulated first aid qualifications which are agreed upon nationally by the First Aid Awarding Organisation Forum (FAAOF) and the Health and Safety Executive (HSE).

The Emergency First Aid at Work at SCQF Level 6 is recognised as an equivalent to the FAQ Level 3 Award in Emergency First Aid at Work (RQF) in England, Wales and Northern Ireland.

### Grading

Pass or Fail.

### Assessment

Portfolio of evidence, multiple choice assessment.

## FAQ First Aid at Work at SCQF Level 6

### Qualification code

(R784 04)

### Purpose

The purpose of the First Aid at Work at SCQF Level 6 is to provide Learners with the skills, knowledge and understanding required to act as a first aider in the workplace. The qualification covers all the required first aid skills necessary to manage a patient that is not breathing normally, is unconscious, bleeding, or is ill or injured prior to the arrival of the emergency services.

This qualification is Category B on the FPHC PHEM Skills Framework:

First Level Responder, nationally certified and qualified to meet statutory requirements within the workplace e.g., EFAW, FAW.

This qualification is also in line with the delivery standards for regulated first aid qualifications, which are agreed upon nationally by the First Aid Awarding Organisation Forum (FAAOF) and the Health and Safety Executive (HSE).

The First Aid at Work at SCQF Level 6 is recognised as an equivalent to the FAQ Level 3 Award in First Aid at Work (RQF) in England, Wales and Northern Ireland.

### Grading

Pass or Fail.

### Assessment

Portfolio of evidence, multiple choice assessment.

## FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder

### Qualification code

[603/6796/9](#) (C00/4530/9)

### Purpose

The purpose of the FAQ Level 3 Award for First Responders on Scene: Ambulance Service Co-Responder is to provide Learners with the skills, knowledge and understanding to provide the appropriate care prior to the arrival of an ambulance. It covers the principles of ambulance service first responder care, the knowledge and skills relating to scene safety and patient assessment, life-threatening emergencies, illnesses, medical conditions and injuries and major trauma and physical extrication. The qualification is aimed at individuals who intend to work as co-responders.

This qualification forms part of the FutureQuals First Responder On Scene (FROS®) qualification Suite.

Co-responders work for organisations in partnership with the ambulance service to provide a rapid response to immediate life threatening medical emergencies. This is usually in locations where the partner organisations will be able to get to the call more quickly.

This qualification is Category D on the FPHC PHEM Skills Framework:

Nationally certificated non-healthcare professional pre-hospital provider caring for patients as a secondary role e.g. police officers in specialist roles, fire service IEC, equivalent UKSAR trained personnel, or enhanced community first responder.

### Grading

Pass or Fail

### Assessment

Knowledge and competence based assessments = multiple-choice assessment and practical observation.

## FAQ Level 3 Award for First Responders on Scene: Ambulance Service Community Responder

### Qualification code

[603/6252/2](#) (C00/4531/0)

### Purpose

The purpose of the FAQ Level 3 Award for First Responders on Scene: Ambulance Service Community Responder is to provide Learners with the skills, knowledge and understanding to provide the appropriate care prior to the arrival of an ambulance. It covers the principles of ambulance service first responder care, the knowledge and skills relating to scene safety and patient assessment, life-threatening emergencies, illnesses, medical conditions and injuries. The qualification is aimed at individuals who intend to work as community responders.

This qualification forms part of the FutureQuals First Responder On Scene (FROS®) qualification Suite.

Volunteers attend emergency calls as directed by the ambulance service to provide the appropriate and necessary treatment to a patient before an ambulance arrives. They are sent to specific types of medical emergencies by the NHS ambulance services, and respond to patients in their homes, workplaces or public locations.

This qualification is Category C on the FPHC PHEM Skills Framework:

Nationally certificated pre-hospital responder (use of airway adjuncts and oxygen) e.g. community first responder.

### Grading

Pass or Fail

### Assessment

Knowledge based and competence based assessments = Multiple-choice assessments and practical observations.

## FAQ Level 3 Award for First Responders on Scene: Emergency First Responder

### Qualification code

[603/6795/7](#) (C00/4531/1 )

### Purpose

The purpose of the FAQ Level 3 Award for First Responders on Scene: Emergency First Responder is to provide Learners with the skills, knowledge and understanding to provide the appropriate care prior to the arrival of an ambulance. It covers the knowledge and skills relating to scene safety and patient assessment, life-threatening emergencies, illnesses, medical conditions and injuries. The qualification is aimed at individuals who intend to work as first responders.

This qualification forms part of the FutureQuals First Responder On Scene (FROS®) qualification Suite.

This qualification is Category C on the FPHC PHEM Skills Framework:

Nationally certificated pre-hospital responder (use of airway adjuncts and oxygen) e.g. community first responder.

### Grading

Pass or Fail

### Assessment

Knowledge and competence based assessments = multiple-choice assessment and practical observation.

## FAQ Level 3 Award in Ambulance Patient Care: Non-Urgent Care Services

### Qualification code

[603/1299/3](#)

### Purpose

The FAQ Level 3 Award in Ambulance Patient Care: Non-Urgent Care Services covers the national patient care support services scope of practice that is required in the role of ambulance patient care support attendants or assistants. Learners will be responsible for the transportation and care of patients with varying needs including; looking after the disabled, elderly, sick and vulnerable people, to and from outpatient clinics, day care centres and routine hospital admissions and discharges. Learners will be responsible for the care of patients on the journey and while they are transferred to and from the vehicle.

This qualification will be a combination of full-time education with formative and summative assessment and consolidation in the real work environment. The differences between the award and the certificate is the requirement for further mandatory Components which uplift this qualification to a certificate.

### Grading

Pass or Fail.

### Assessment

Portfolio of evidence.



## FAQ Level 3 Award in Assessing Competence in the Work Environment

### Qualification code

[501/1866/3](#)

### Purpose

The FAQ Level 3 Award in Assessing Competence in the Work Environment is a practical-based qualification intended for Assessors who assess occupational competence in an individual's work environment.

### Grading

Pass or Fail.

### Assessment

Observation, examining the products of work, questioning or professional discussions.

## FAQ Level 3 Award in Assessing Vocationally Related Achievement

### Qualification code

[501/1863/8](#)

### Purpose

The FAQ Level 3 Award in Assessing Vocationally Related Achievement is a practical-based qualification intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment (i.e. workshop, classroom or other training environment).

### Grading

Pass or Fail.

### Assessment

Portfolio of evidence.

## FAQ Level 3 Award in Education and Training

### Qualification code

[601/0129/5](#) (C00/0582/9)

### Purpose

The purpose of the FAQ Level 3 Award in Education and Training qualification is to provide the Learner with the skills, knowledge and understanding in the teaching profession. The introduction gives an insight into the roles, responsibilities and relationships in education and training, how to plan and deliver teaching sessions and how to assess and give constructive feedback.

### Grading

Pass or Fail.

### Assessment

Portfolio of evidence.

## FAQ Level 3 Award in Emergency First Aid at Work (RQF)

### Qualification code

[610/1290/7](#) (C00/4705/1)

### Purpose

The purpose of the FAQ Level 3 Award in Emergency First Aid at Work (RQF) is to provide Learners with the skills, knowledge and understanding required to act as a first aider in the workplace.

### Grading

Pass or Fail.

### Assessment

Evidence log, paper-based assessment, multiple choice questions.

## FAQ Level 3 Award in Emergency Paediatric First Aid (RQF)

### Qualification code

[610/1461/8](#) (C00/4705/3)

### Purpose

The FAQ Level 3 Award in Emergency Paediatric First Aid (RQF) qualification provides Learners with the skills, knowledge and understanding required to deal with a range of paediatric first aid situations.

### Grading

Pass or Fail.

### Assessment

Evidence log, paper-based assessment, multiple choice questions.

## FAQ Level 3 Award in First Aid at Work (RQF)

### Qualification code

[610/1291/9](#) (C00/4705/2)

### Purpose

The purpose of the FAQ Level 3 Award in First Aid at Work (RQF) is to provide Learners with the skills, knowledge and understanding required to act as a first aider in the workplace.

### Grading

Pass or Fail.

### Assessment

Evidence log, paper-based assessment, multiple choice questions.

## FAQ Level 3 Award in Immediate Emergency Care: Fire and Rescue

### Qualification code

[603/7366/0](#) (C00/4531/2)

### Purpose

The purpose of the FAQ Level 3 Award in Immediate Emergency Care: Fire and Rescue is to provide Learners with the skills, knowledge and understanding required to provide appropriate care prior to the arrival of an ambulance. It covers the principles of casualty care for fire and rescue, the knowledge and skills relating to scene safety and patient assessment, life-threatening emergencies, illnesses, medical conditions and injuries and major trauma and physical extrication. The qualification is aimed at individuals who intend to work in the fire service with responsibility for providing immediate emergency care.

This qualification forms part of the FutureQuals First Responder On Scene (FROS®) qualification Suite.

This qualification is Category D on the FPHC PHEM Skills Framework:

Nationally certificated non-healthcare professional pre-hospital provider caring for patients as a secondary role e.g. police officers in specialist roles, fire service IEC, equivalent UKSAR trained personnel, or enhanced community first responder.

### Grading

Pass or Fail

### Assessment

Knowledge and competence based assessments = multiple-choice assessment and practical observation.

## FAQ Level 3 Award in Mental Health: Workplace First Aider (RQF)

### Qualification code

[610/1484/9](#)

### Purpose

The purpose of the FAQ Level 3 Award in Mental Health: Workplace First Aider (RQF) is to provide Learners with the skills, knowledge and understanding required to practise workplace first aid for mental health.

The qualification is aimed at individuals who intend to work as mental health workplace first aiders with responsibility for responding to workplace mental health episodes, intervening and escalating, as appropriate.

This qualification forms part of the FutureQuals Mental Health Suite.

### Grading

Pass or Fail.

### Assessment

Multiple choice questions.



## FAQ Level 3 Award in Oxygen Therapy Administration

### Qualification code

[601/3924/9](#) (C00/4104/1)

### Purpose

The Level 3 Award in Oxygen Therapy Administration aims to provide the Learner with the skills, knowledge and understanding required to provide medical oxygen to a patient in line with medical gas administration guidelines and service protocols.

### Grading

Pass or Fail.

### Assessment

Portfolio of evidence.

## FAQ Level 3 Award in Paediatric First Aid (RQF)

### Qualification code

[610/1460/6](#) (C00/4730/5)

### Purpose

The FAQ Level 3 Award in Paediatric First Aid (RQF) qualification provides Learners with the skills, knowledge and understanding required to deal with a range of paediatric first aid situations.

### Grading

Pass or Fail.

### Assessment

Evidence log, paper-based assessment.

## FAQ Level 3 Award in Patient Care Services: Ambulance Driving (RQF)

### Qualification code

[610/3466/6](#)

### Purpose

The purpose of the FAQ Level 3 Award in Patient Care Services: Ambulance Driving (RQF) is to provide Learners with the skills, knowledge and understanding required to drive a range of patient care ambulance vehicles under non-emergency conditions, safely and commensurate with patient comfort and vehicle empathy.

### Grading

Pass/Fail.

### Assessment

- Principles of Non-Emergency Ambulance Driving Assessment (XAMS assessment - multiple choice questions)
- FAQ Level 3 Award in Patient Care Services: Ambulance Driving (RQF) Evidence Log
- FAQ Level 3 Award in Patient Care Services: Ambulance Driving (RQF) Learner Workbook
- FAQ Level 3 Award in Patient Care Services: Ambulance Driving (RQF) Learner Workbook Marking Guidance

### Further information

This APCSADL3 (610/3466/6) is going to replace the L3APCSAD (603/2147/7) qualification.

APCSADL3 is now officially live to new learners and L3APCSAD will be closing for registrations in August and will be withdrawn once all registered learners have had enough time to complete the qualification.

## FAQ Level 3 Award in Principles of Ambulance Service First Responder Care (RQF)

### Qualification code

[610/3068/5](#)

### Purpose

The purpose of the FAQ Level 3 Award in Principles of Ambulance Service First Responder Care (RQF) is to provide Learners with knowledge and understanding of the role and responsibilities of ambulance service first responders, the principles of communication and involving patients in their own care, information governance, safe and high-quality care and support, and principles of infection prevention and control.

The qualification is aimed at individuals who hold a current FAQ Level 3 Award for First Responders on Scene: Emergency First Responder and wish to upskill to work as an ambulance service community responder.

It forms part of the FutureQuals First Responder on Scene (FROS®) qualification suite.

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### Grading

Pass or Fail

### Assessment

Multiple-choice assessment

## FAQ Level 3 Award in Responding to Major Trauma and Patient Extrication (RQF)

### Qualification code

[610/3064/8](#)

### Purpose

The purpose of the FAQ Level 3 Award in Responding to Major Trauma and Patient Extrication (RQF) is to provide Learners with the knowledge, skills and understanding required to respond to major trauma and patient extrication, including assessing and managing trauma patients, extricating trauma patients using supporting equipment, and removing helmets from trauma patients.

The qualification is aimed at individuals who hold a current FAQ Level 3 Award for First Responders on Scene: Ambulance Service Community Responder and wish to upskill to work as an ambulance service co-responder.

It forms part of the FutureQuals First Responder on Scene (FROS®) qualification suite.

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### Grading

Pass or Fail

### Assessment

Multiple-choice assessment.

## FAQ Level 3 Certificate in Ambulance Patient Care: Non-Urgent Care Services

### Qualification code

[603/1300/6](#)

### Purpose

The FAQ Level 3 Certificate in Ambulance Patient Care: Non-Urgent Care Services covers the national patient care support services scope of practice that is required in the role of ambulance patient care support attendants or assistants. Learners will be responsible for the transportation and care of patients with varying needs including; looking after the disabled, elderly, sick and vulnerable; to attend outpatient clinics and day care centres, as well as supporting routine hospital admissions and discharges. Learners will be responsible for the care of patients on the journey and while they are transferred to and from the vehicle.

This qualification will be a combination of full-time education with formative and summative assessment and consolidation in the real work environment. The differences between the award and the certificate is the requirement for further mandatory Components to achieve the certificate.

### Grading

Pass or Fail.

### Assessment

Portfolio of evidence.

## FAQ Level 3 Certificate in Ambulance Patient Care: Urgent Care Services

### Qualification code

[603/1301/8](#)

### Purpose

The purpose of this FAQ Level 3 Certificate in Ambulance Patient Care: Urgent Care Services is to provide the Learner with the skills, knowledge and understanding to be able to provide ambulance patient care for urgent patients.

The Level 3 Certificate in Ambulance Patient Care: Urgent Care Services covers the scope of practice that is required in the role of ambulance non-urgent care. The ambulance non-urgent care national patient care support services scope of practice that is required in the role of ambulance patient care support attendants or assistants. Learners will be responsible for the transportation and care of patients with varying needs including; looking after the disabled, elderly, sick and vulnerable people to and from outpatient clinics, day care centres and routine hospital admissions and discharges.

In addition to the non-urgent role, the urgent care responsibilities include; attending to patients who have been referred by the emergency operations centre, 111 service, GP urgent referrals and other allied healthcare professions within the community. Patients will be transported to various departments such as medical and surgical assessment units.

### Grading

Pass or Fail.

### Assessment

Portfolio of evidence.

## FAQ Level 3 Diploma for the Children and Young People's Workforce

### Qualification code

[601/4425/7](#)

### Purpose

The purpose of the FAQ Level 3 Diploma for the Children and Young People's Workforce is to provide the Learner with the skills, knowledge and understanding intended to guide and assess development of knowledge and skills relating to early learning and childcare, social care and the learning development and support services workforce. The qualification confirms competence in these areas where appropriate and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the sector.

### Grading

Credit value 65

GLH 422 hrs

TQT 650 hrs

Pass/ Fail

### Assessment

See above



## Functional Skills

### Purpose

Functional Skills are applied qualifications which enable students to demonstrate real-life skills in English, mathematics and ICT.

Students demonstrate the skills through real-life assessments set in every day contexts.

They are recognised as gateway qualifications, used in many existing apprenticeships and by students who may not yet have achieved a GCSE grade C or above; they are widely used in adult education.

In a consultation held by Ofqual in 2014, 70% of employers said that the qualifications assessed the skills employers need in the workplace.

### Grading

Pass or Fail

### Assessment

Assessment must be consistent with the levels set out in the skills standards and with the coverage and range specified within the criteria.

Assessments must provide realistic contexts, relevant tasks, and require problem solving and application of knowledge, skills and understanding for a purpose.

Assessment must be designed to assess a single level.

Assessment must be entirely or predominantly open response.

At Levels 2 and 1, assessment is externally set and marked except for the speaking, listening and communication component of English.

The assessment methodologies used by different awarding bodies vary.

Assessment is often flexible, can be on-demand, available online and at any time. Some awarding bodies set assessment windows that may last several days or weeks.

Assessments are delivered partly through controlled assessments.

### Further information

The market is dominated by City & Guilds and Pearson; which between them administer 80% of the qualifications.

Note: other awarding organisations have previously offered these qualifications

The number of Functional Skills qualifications achieved has increased from just under 300,000 certifications in 2010-11 to just over a million in 2013-14.

This volume of Functional Skills qualifications being taken suggest that they will be presented by applicants to HE.

Some applicants may hold Functional Skills qualifications together with GCSEs in English, mathematics or ICT.

Other applicants may present only Functional Skills qualifications; these applicants are likely to be progressing through an apprenticeship route, or as adults.

In apprenticeship frameworks in England, both GCSEs and Functional Skills at the appropriate level are accepted as acceptable level of achievement in English, mathematics and ICT.

Link to Ofqual report **Improving Functional Skills Qualifications** January 2015

[www.gov.uk/government/publications/improving-functional-skills-qualifications](http://www.gov.uk/government/publications/improving-functional-skills-qualifications)

Links to qualification criteria for Functional Skills and subject criteria for Functional Skills English, mathematics and ICT.

[www.gov.uk/government/publications/criteria-for-functional-skills-qualifications](http://www.gov.uk/government/publications/criteria-for-functional-skills-qualifications)

[www.gov.uk/government/publications/functional-skills-criteria-for-english](http://www.gov.uk/government/publications/functional-skills-criteria-for-english)

[www.gov.uk/government/publications/functional-skills-criteria-for-mathematics](http://www.gov.uk/government/publications/functional-skills-criteria-for-mathematics)

<https://www.gov.uk/government/publications/functional-skills-criteria-f...>

## General Certificate of Secondary Education (GCSE) graded 9 – 1. Ofqual accredited

### Purpose

GCSEs graded 9 – 1 are designed primarily for students at age 16 in England for the following purposes.

- To provide evidence of students' achievement against demanding and fulfilling content.
- To provide a strong foundation for further academic and vocational study and for employment.
- To provide (if required) a basis for schools and colleges to be held accountable for the performance of all their students.

### Grading

The new GCSEs in England are graded 9 – 1, with 9 being the top grade.

Attainment that is insufficient to lead to the award of a certificate is reported as unclassified – U.

For the transition period the approach will draw heavily on statistical evidence to ensure that there are clear anchor points between the A\* – G and 9 – 1 grading systems.

The following statistical evidence will be used.

- Broadly the same proportion of students will achieve a grade 4 and above as achieved a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A.
- Across all subjects (when all GCSEs are graded 9 – 1), close to 20% of those awarded a grade 7 or above will get a grade 9. The proportion of grade 9 in individual subjects will vary depending on the proportion awarded grade 7 or above. Grade 9 will comprise about 5% of all GCSE grades.
- The bottom of grade 1 is aligned with the bottom of grade G.
- Grade 5 will be positioned in the top third of the marks for a grade C and the bottom third of the marks for a grade B.

### Assessment

With the exception of a small number of subjects e.g. mathematics and modern foreign languages, where tiering is permitted by the subject level conditions, assessments must ensure that all levels of achievement grades 9 – 1 can be reached by a student who has attained the required knowledge, skills and understanding.

The first tiered subject available from first teaching 2015 (i.e. mathematics) allows grades 4 and 5 to be available through both tiers.

An awarding body must ensure that every assessment for a GCSE qualification graded 9 – 1 is by examination, except where that is excluded by the subject regulations.

In designing and setting the assessments for a GCSE qualification, awarding bodies must ensure that the assessments include questions or tasks which allow students to:

- provide extended responses
- demonstrate their ability to draw together different areas of knowledge, skills and /or understanding from across a full course of study for that qualification

Awarding organisations must ensure that students are appropriately rewarded for providing such responses and demonstrating such ability.

## Further information

For GCSEs examined in 2017, 2018, 2019, and 2020, students in England will have a mixture of GCSEs graded 9 – 1 and graded A\* – G, depending on subject. [Further information](#)

From examinations held in 2020 and onwards, all GCSEs in England will be graded 9 – 1.

Applicants with GCSEs from Wales and Northern Ireland will continue to have their GCSEs graded A\* – G.

Universities and colleges with applicants from across the UK that use GCSE results in admissions will need to consider the differences between qualifications graded 9 – 1 (a nine point scale) and those graded A\* – G (an eight point model). For further information on grading: <https://www.ucas.com/file/68726/download?token=Ww0McFEN>

Further information is available from UCAS at:

<https://www.ucas.com/file/68726/download?token=Ww0McFEN>

<https://www.ucas.com/advisers/guides-and-resources/qualification-reform>

<https://www.ucas.com/advisers/guides-and-resources/qualification-reform/applying-he-reformed-qualifications>

<https://www.ucas.com/advisers/guides-and-resources/qualification-reform/qualification-reform-timeline>

Further information is available from awarding bodies' specifications at:

[www.aqa.org.uk/subjects](http://www.aqa.org.uk/subjects)

<http://www.ocr.org.uk/qualifications/by-subject/>

<http://qualifications.pearson.com/en/qualifications/edexcel-gcse.html>

[www.eduqas.co.uk/qualifications](http://www.eduqas.co.uk/qualifications)

**General Certificate of Secondary Education (GCSE) graded A\* – G (incl. grade C\*). CCEA Northern Ireland accredited**

## **Purpose**

GCSEs were introduced to mark student achievement at the end of compulsory education at age 16.

They are also used as an indicator of the most appropriate post-16 progression route for a student.

GCSEs are sometimes used as an entry requirement for post-16 study.

## **Grading**

Single award and short-courses are graded A\*, A, B, C\*, C, D, E, F, G.

Double award qualifications are graded A\*A\*, A\*A, AA, AB, BB, BC\*, C\*C\*, C\*C, CC, CD, DD, DE, EE, EF, FF, FG, GG.

Attainment that is insufficient to lead to the award of a certificate is reported as unclassified – U.

## **Assessment**

GCSEs which meet the Northern Ireland GCSE Qualifications Criteria and GCSE Design Principles may use question papers which are targeted at either a single tier covering grades A\* – G or two tiers of grades A\* – D and C\* – G.

## **Further information**

Five grades at A\* – C, generally including English Language and Mathematics, is regarded as an appropriate benchmark for Level 3 study.

The vast majority of applicants from Northern Ireland will present with GCSEs graded A\* – G.

Universities and colleges with applicants across the UK that use GCSE grades in admissions will need to consider the differences between a 9 – 1 (9-point scale) an A\* – G (9 point scale) and the legacy A\* – G (8 point scale).

Website address for further information: <http://ccea.org.uk/regulation>

## General Certificate of Secondary Education (GCSE) graded A\* – G (three country agreement pre-2015)

### Purpose

GCSEs were originally introduced to mark student achievement at the end of compulsory education.

The aim was to create a single qualification that would cater for at least 80% of the cohort at age 16.

They are now used as a benchmark for acceptable student achievement at age 16.

They are also used as an indicator of the most appropriate post-16 student route for a student. In some instances achievement at GCSE will be used as an entry requirement for post-16 study.

### Grading

The full range of GCSE grades A\* – G spans Levels 2 – 1 of the Qualification Frameworks for England, Wales and Northern Ireland: grades A\* – C are Level 2; grades D – G are Level 1.

Single award and shortcourses are graded A\*, A, B, C, D, E, F, G.

Double award qualifications are graded A\*A\*, AA, BB, CC, DD, EE, FF, GG.

The grades on short course and double award GCSE certificates are accompanied by explanatory notes on the nature of these types of GCSE.

Attainment that is insufficient to lead to the award of a certificate is reported as unclassified – U.

### Assessment

Three country agreement GCSEs may use question papers which are targeted at either a single tier covering grades A\* – G or two tiers of grades A\* – D (Higher) with an allowed grade E and C – G (Foundation); this varies from subject to subject.

A small number of subjects are assessed completely by external or internal assessment.

Most GCSEs graded A\* – G are assessed by a mixture of external assessment and controlled internal assessment; controlled assessment will either comprise 25% or 60% of the total assessment, depending on the subject.

They require, across controlled and external assessments, a variety of question types and tasks, including extended writing.

In England, the assessment arrangements must ensure that each candidate completes external assessments in May or June each year, with exceptions for English, English Language and mathematics.

In Northern Ireland, CCEA GCSE science modules are taken in November and March. CCEA GCSEs in mathematics, English and, learning for life and work are available in January.

The assessment arrangements for English, English Language and mathematics permit qualifying candidates to complete the external assessment during the month of November; qualifying candidates must have reached the age of 16 on or before 31 August that year.

Unitised assessments for English and English language must provide that assessments in speaking and listening do not form part of the weighting towards the final GCSE mark for the qualification.

## Further information

The number of GCSE subjects taken by student varies considerably but eight to ten subjects can be regarded as a broad and balanced curriculum.

Five grades at A\* – C, generally including English and mathematics, is regarded as an appropriate benchmark for Level 3 study.

The English Baccalaureate (EBacc) is a DfE performance measure in England for a GCSE programme comprising English, English Language, mathematics, science, a language and geography or history.

GCSE flyer produced by UCAS and regulators <https://www.ucas.com/file/68726/download?token=Ww0McFEN>

Links to awarding body websites and specifications

[www.aqa.org.uk/subjects](http://www.aqa.org.uk/subjects)

<http://www.ocr.org.uk/qualifications/by-subject/>

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses.html>

[www.wjec.co.uk/qualifications](http://www.wjec.co.uk/qualifications)

<http://ccea.org.uk/qualifications/gcse>

## **General Certificate of Secondary Education (GCSE) graded A\* – G. CCEA Northern Ireland accredited**

### **Purpose**

GCSEs were introduced to mark student achievement at the end of compulsory education at age 16.

They are also used as an indicator of the most appropriate post-16 progression route for a student.

GCSEs are sometimes used as an entry requirement for post-16 study.

### **Grading**

Single award and short-courses are graded A\*, A, B, C, D, E, F, G.

Double award qualifications are graded A\*A\*, A\*A, AA, AB, BB, BC, CC, CD, DD, DE, EE, EF, FF, FG, GG.

Attainment that is insufficient to lead to the award of a certificate is reported as unclassified – U.

### **Assessment**

GCSEs which meet the Northern Ireland GCSE Qualifications Criteria and Design Principles may use question papers which are targeted at either a single tier covering grades A\* – G or two tiers of grades A\* – D and C – G. This varies from subject to subject.

### **Further information**

Five grades at A\* – C, generally including English language and mathematics, is regarded as an appropriate benchmark for Level 3 study.

The vast majority of applicants from Northern Ireland will present with GCSEs graded A\* – G.

Universities and colleges with applicants across the UK that use GCSE grades in admissions will need to consider the differences between a 9 – 1 (9-point scale) and A\* – G (8-point scale) model.

Website address for further information: <http://ccea.org.uk/regulation>



## **General Certificate of Secondary Education (GCSE) graded A\* – G. Qualifications Wales approved**

### **Purpose**

GCSEs were introduced to mark student achievement at the end of compulsory education at age 16.

They are also used as an indicator of the most appropriate post-16 progression route for a student.

GCSEs are sometimes used as an entry requirement for post-16 study.

### **Grading**

The full range of GCSE grades A\* – G spans Levels 1 and 2 of the Credit and Qualification Framework for Wales: Grades A\* – C are Level 2; grades D – G are Level 1.

Single award and short-courses are graded A\*, A, B, C, D, E, F, G.

Double award qualifications are graded A\*A\*, A\*A, AA, AB, BB, BC, CC, CD, DD, DE, EE, EF, FF, FG, GG.

Attainment that is insufficient to lead to the award of a certificate is reported as unclassified – U.

### **Assessment**

Qualifications Wales approved GCSEs may use question papers which are targeted at either a single tier covering grades A\* – G or two tiers of grades A\* – D and C – G. This varies from subject to subject.

In GCSE Mathematics and GCSE Mathematics (numeracy), there are three tiers:

- Higher A\* – C
- Intermediate B – E
- Foundation D – G

### **Further information**

Five grades at A\* – C, generally including English language and mathematics, is regarded as an appropriate benchmark for Level 3 study.

The National Welsh Baccalaureate will be taken by all students in state schools aged 14 – 16 from September 2016. It will include a Skills Challenge Certificate which is equivalent to a GCSE.

The vast majority of applicants from Wales will present with GCSEs graded A\* – G. However, there will be a small number who present with some GCSEs graded 9 – 1.

Universities and colleges with applicants across the UK that use GCSE grades in admissions will need to consider the differences between a 9 – 1 (9-point scale) and A\* – G (8-point scale) model.

# UK Qualification Information Profiles (QIPS)



Further information can be found at Qualifications Wales website:

[www.qualificationswales.org/english/qualifications/gcses-and-a-levels/g...](http://www.qualificationswales.org/english/qualifications/gcses-and-a-levels/g...)

## Higher (Level 2) Project qualification

### Qualification codes

[600/9533/7](#) (AQA)

[601/3764/2](#) (City & Guilds)

[500/2405/X](#) (OCR)

[500/2371/8](#) (Pearson)

[500/4181/2](#) (WJEC)

### Purpose

The Higher Project qualification requires students to study a topic area which extends or expands their learning in an appropriate area of study. The qualification helps students to:

- undertake an autonomous piece of work
- develop as inquisitive and independent students
- be inspired and enthused by new areas or methods of study
- explore the experiential learning process, and further opportunities to plan and review their learning
- take responsibility for their own learning and develop transferable, core life and study skills
- if appropriate, use ICT and appropriate technologies with confidence

### Grading

Higher Projects are Level 2 qualifications (equivalent to GCSE grades A\* – C or GCSE grades 9 – 4; SQCF Level 5).

Higher projects are graded A\* – C or unclassified.

### Assessment

The Higher Project is a single unit, internally assessed qualification.

Each project is assessed by the supervisor who has overseen the student throughout the project process.

They are standardised and moderated internally and quality assured by the awarding body by spot checking of both process and assessment.

Students need to produce a production log, verified by a supervisor, a written report, supplementary evidence and a presentation.

The assessment objectives are:

1. manage

2. use resources
3. develop and realise
4. review

## Further information

Applicants may refer to the project in personal statements and interviews.

Students may have completed the project as part of their GCSE programme or as an enhancement of their Level 3 programme.

Some centres use the Higher Project as part of a gifted and talented programme at GCSE level to push able students beyond the requirements of their mainstream subjects and deepen their knowledge in a particular field.

Students who have taken a Higher Project alongside a Level 3 programme will have done so as an alternative to the Extended Project.

The Higher Project is not widely available to students.

Links to the awarding organisations websites and specifications: <http://filestore.aqa.org.uk/subjects/AQA-W-7992-SP-15.PDF>

## Higher - new

### Purpose

Highers are the primary qualification used for progression to higher education (HE) by Scottish domiciled students.

The new Highers will help to develop candidates' knowledge and understanding of key concepts; they are also designed to better enable candidates to interpret, critically analyse, evaluate and reflect on information.

There is also greater emphasis on skills development, including higher-order (critical) thinking skills, creativity and innovation, research and investigation skills, extended essay-writing skills and independent study skills.

The aim is to provide a solid basis for progression into HE while developing candidates with a more mature approach to study that will help sustain success at degree study and beyond.

### Grading

A, B, C, D.

Skills for Work Ungraded Highers are Pass or Fail. (Beauty & Health and social care).

### Assessment

Unit assessment may be undertaken at the end of the learning and teaching of each Unit or through holistic or combined assessment across two or more Units.

Unit assessment is marked by the teacher or lecturer and is not graded. It is subject to internal verification in the centre and to rigorous external quality assurance by SQA.

Units are assessed according to the conditions of assessment appropriate to the subject and the level.

Where appropriate, some Units are assessed through methods such as an assignment, practical activities, performance or portfolio evidence.

Course assessment will usually have two or more components, which will be drawn from the seven assessment methods used in National Qualifications — a question paper (exam) and/or coursework (either an assignment, case study, portfolio, practical activity, performance or project).

Most components of Course assessment are wholly externally assessed, but where appropriate to the skills, knowledge and understanding being assessed, Course assessment may be made up of a combination of externally- and internally-assessed (and externally verified) components which contribute to the grade.

Course assessment combines different skills, knowledge and understanding, usually into two or more synoptic externally-assessed components which assess breadth and/or depth across the Course. The Course assessment measures retention, integration and application of skills, knowledge and understanding as appropriate. Grades are awarded on the basis of the Course assessment only.

To gain a Course award, candidates must achieve a Pass in each of the Units of the Course as well as achieve a grade D or above in the Course assessment.

The two Skills for Work Ungraded Highers are based on internal assessment only. To achieve one of these Highers, candidates must pass the component Units of the Course.

The Course and Unit Specifications stipulate the nature of both Unit and Course assessment and are available on the subject page. Course and Unit Support Notes are also available for each subject: [www.sqa.org.uk/browsecfesubjects](http://www.sqa.org.uk/browsecfesubjects)

## Further information

Highers are the standard entry requirement for Scottish applicants to Scottish HEPs and many HEPs in the rest of the UK.

Most Scottish HE applicants will have four or five Highers. A smaller number may also have Advanced Highers.

Under CfE, there is an enhanced emphasis on ensuring that students undertake their learning journey, and the qualifications and assessment which support it, at a pace which best meets their needs, allowing them some personalisation and choice in the overall curriculum they engage with. As such, different patterns of provision and attainment stage among students are likely to emerge.

Some candidates will take Highers in more than one school or college in the same academic year in order to access a wider range of subjects.

Not all schools offer full Advanced Higher provision, so some candidates in S6 may take further Highers instead of, or in addition to, Advanced Highers.

Candidates may apply to HEPs with a mixture of unreformed and new Highers.

SQA's National Qualifications Course and Unit Specifications and other supporting documentation for each Higher subject are available at: [A to Z of National Qualification \(NQ\) subjects - SQA](#)

SQA's website is: [www.sqa.org.uk](http://www.sqa.org.uk).

The Scottish Credit and Qualifications Framework (SCQF) website is available at: [www.scqf.org.uk](http://www.scqf.org.uk).

## Higher - unreformed

### Purpose

Highers develop subject knowledge and skills (and other transferable skills, as appropriate).

Highers have a long history of facilitating entry to higher education and also of providing access to employment, further education and training.

### Grading

A, B, C, D.

There are three ungraded Highers (Beauty, Health & social care and Personal development).

### Assessment

Unit assessment is usually taken at the end of the learning and teaching of each Unit and is not graded.

Assessment of Units is usually through closed-book assessment under supervision.

Where appropriate, some Units are assessed through methods such as assignment, practical activities, performance or portfolio evidence.

Course assessment combines different skills, knowledge and understanding from across the course into a synoptic external assessment (which may be made up of one or more components). The course assessment measures retention, integration and application of skills, knowledge and understanding as appropriate. Grades are awarded on the basis of the course assessment. Students are required to pass the course assessment in order to achieve the Higher course.

Course assessment may have one or more components, which may include, for example, an external examination paper and an assignment or performance piece. Most components of course assessment are wholly externally assessed, but where appropriate to the skills, knowledge and understanding being assessed, course assessment may be made up of a combination of externally and internally assessed (and externally verified) components which contribute to the grade.

To gain a course award, candidates must achieve a Pass in each of the component Units of the course as well as achieve a grade D or above in the course assessment.

The three ungraded Highers are based on internal assessment only. To achieve one of these Highers, candidates must pass the component Units of the course.

The Arrangements Documents specify the nature of both Unit and course assessment for each subject: [www.sqa.org.uk/NQ](http://www.sqa.org.uk/NQ).

### Further information

Highers are the standard entry requirement for Scottish applicants to Scottish HEPs and many HEPs in the rest of the UK.

Most Scottish HE applicants will have four or five Highers. A smaller number may have Advanced Highers.

Under the current system, local timetabling restrictions and size of school can create variations in the pattern of provision on offer, affecting the number of courses, subjects taken, timing and type of qualifications candidates take.

Some candidates may be able to take Highers in more than one school or college in the same academic year in order to access a wider range of subjects.

In some schools some candidates may take some Highers in S4 or S6 instead of all in S5.

Not all schools offer full Advanced Higher provision, so some candidates in S6 may take further Highers instead of, or in addition to, Advanced Highers.

Some courses, such as medicine and dentistry, often stipulate that a candidate must have a GCSE equivalent entry requirement, such as a National 5 qualification in English. In the event that an applicant has bypassed their National 4 and 5 qualifications, the university or college will normally require that the qualifications are achieved at Higher or Advanced Higher.

SQA's National Qualifications Arrangements Documents for each Higher subject are available at: [www.sqa.org.uk/NQ](http://www.sqa.org.uk/NQ).

SQA's website is: [www.sqa.org.uk](http://www.sqa.org.uk).



## Institute of the Motor Industry (IMI) Tech levels (interim-reformed)

### Qualification codes

- [500/9691/6](#) (Level 3 Diploma in Auto Electrical and Mobile Electrical Principles (VRQ))
- [500/9812/3](#) (Level 3 Diploma in Heavy Vehicle Maintenance and Repair Principles (VRQ))
- [600/7794/3](#) (Level 3 Diploma in Land-based Technology (VRQ))
- [500/9814/7](#) (Level 3 Diploma in Light Vehicle Maintenance and Repair Principles (VRQ))
- [500/9684/9](#) (Level 3 Diploma in Motorcycle Maintenance and Repair Principles (VRQ))
- [600/2579/7](#) (Level 3 Diploma in Motorsport Vehicle Maintenance and Repair (VRQ))
- [500/9809/3](#) (Level 3 Diploma in Vehicle Accident Repair Body Principles (VRQ))
- [500/9688/6](#) (Level 3 Diploma in Vehicle Accident Repair Paint Principles (VRQ))
- [600/1690/5](#) (Level 3 Extended Diploma in Heavy Vehicle Maintenance and Repair Principles (VRQ))
- [600/7796/7](#) (Level 3 Extended Diploma in Land-based Technology)
- [600/1691/7](#) (Level 3 Extended Diploma in Light Vehicle Maintenance and Repair Principles (VRQ))
- [600/2760/5](#) (Level 3 Extended Diploma in Motorsport Vehicle Maintenance and Repair (VRQ))
- [600/7795/5](#) (Level 3 Subsidiary Diploma in Land-based Technology (VRQ))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (Level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

IMI focuses on qualifications in the motor vehicle industry, including land-based technologies.

### Grading

Pass or Fail

### Assessment

Assessment is by a combination of:

- Coursework
- Multiple choice examination
- Practical demonstration and assignment

Assessment of units may be devised by centre set assignments. Assessment of all units can take place at a time to suit students and centres. Tutors and assessors can draw on real work-based opportunities for students to generate evidence. All units are centre-assessed and externally moderated by an external quality assurer.

For more detailed assessment information, please view the specification for the qualification on the IMI [website](#).

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech Levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech Level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

[Qualification specifications](#)

## Institute of the Motor Industry (IMI) Tech levels (reformed)

### Qualification codes

[601/7238/1](#) (Level 3 Diploma in Auto-Electrical and Mobile Electrical Operations (VRQ))

[601/7327/0](#) (Level 3 Diploma in Heavy Vehicle Maintenance (VRQ))

[601/7324/5](#) (Level 3 Diploma in Light Vehicle Maintenance (VRQ))

[601/7328/2](#) (Level 3 Diploma in Motorcycle Maintenance (VRQ))

[601/7117/0](#) (Level 3 Diploma in Vehicle Accident Repair – Body (VRQ))

[601/7323/3](#) (Level 3 Diploma in Vehicle Accident Repair – Multi-skilled (VRQ))

[601/7115/7](#) (Level 3 Diploma in Vehicle Accident Repair – Paint (VRQ))

[601/7325/7](#) (Level 3 Extended Diploma in Light Vehicle Maintenance (VRQ))

[601/7334/8](#) (Level 3 Extended Diploma in Motorsport Maintenance (VRQ))

[601/7239/3](#) (Level 3 Extended Diploma in Land-based Engineering Technology (VRQ))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

IMI focuses on qualifications in the motor vehicle industry, including land-based technologies.

### Grading

Pass/Merit/Distinction.

### Assessment

As noted in Education Context, to be classified as a Tech level qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content

- An element of synoptic assessment
- There is a single resit opportunity

The above is the minimum requirement set out by the Department for Education.

Assessment of the IMI Tech level qualifications is by a combination of:

- coursework
- online externally set and externally marked examination
- core unit (synoptic assessment) which assesses both skills and knowledge obtained from mandatory units

Assessment of units may be devised by centre set assignments.

Assessment of all units can take place at a time to suit students and centres.

Tutors and assessors can draw on real work-based opportunities for students to generate evidence.

All units are centre-assessed and externally moderated by an external quality assurer.

For more detailed assessment and unit information, please view the qualification specification on the IMI [website](#).

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.

- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

Applicants holding reformed Tech level qualifications will have had experience of external and synoptic assessment.

Tech level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

[View DfE's technical guidance](#)

[Qualification specifications](#)

## International Baccalaureate (IB) Diploma

### Qualification code

[500/3245/8](#)

### Purpose

The IB Diploma programme aims to provide an academically challenging and balanced programme of education with final examinations that prepare students for success in higher education and life beyond.

It has been designed to address the intellectual, social, emotional and physical well-being of students.

### Grading

The grades awarded for each subject range from 1 (lowest) to 7 (highest) at both Higher and Standard Level.

The IBO does not identify pass grades in individual subject courses but does require a minimum of 24 points in total to be awarded to achieve the Diploma.

The award of the Diploma is subject to a number of conditions which are detailed below.

Students are also awarded up to three additional points their combined results in the Diploma Core, consisting of Theory of Knowledge and the Extended Essay. These components are marked on an A to E scale and then converted to numerical points through the application matrix.

The highest total that a Diploma programme student can be awarded is 45 points. (42 from six subjects plus three from the Core).

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

## Assessment

For all subjects, there are three or four assessment components, with one of them being internally assessed coursework.

The examination papers take a variety of forms, short answer, structured response or essay type questions but there are also data analysis papers, text commentary papers and case study papers. Multiple-choice questions are used in paper 1 in the Sciences.

Some subjects have a component that is written in school and then externally assessed.

The Extended Essay and Theory of Knowledge essay are produced under coursework conditions and are also externally assessed.

Externally assessed work is marked by examiners around the world, whose marking is moderated by sample re-marking. All assessment is by marked through e-marking.

Moderation by sample re-marking is also applied to internal assessment.

Grade award meetings are held by the senior examiners for each subject to determine final grade boundaries on a component basis.

## Further information

Many universities making offers specify both an overall IB point score (or range) and specific points to be achieved in higher level subjects.

A number of universities are now setting the same total points entry requirement for every subject with differing points to be achieved in the higher level subjects.

DfE equivalences published in the 16-19 Accountability Measures indicate that 45 points is equivalent to 5 A\* at A Level, 24 points is equivalent to 5 Ds. In the higher level individual courses 7 is equivalent to A Level A\* and 3 equivalent to E. In the standard level individual courses, 7 is equivalent to AS Level A and 3 equivalent to E.

IB statistics show that average point scores and pass marks have remained consistent over time (2012 average grade 29.8, 2016 30.0)

About 79% of Diploma students internationally are awarded the Diploma each examination session.

In the May 2016 exam 0.27% of candidates achieved 45 points whilst 7.3% achieved 40 or more.

Internationally 67% of IB students attend state schools; however in the UK the current figure is 40% (May 2016).



The UK network of schools and colleges offering the IB Diploma (IBSCA) publishes an annual guide for universities, available at <http://www.ibsca.org.uk/index.php/universities-and-ib/introduction>

All the statistics in this profile have been provided by the IBO. The IB publishes an annual world statistical bulletin following each exam session, which is available at <http://www.ibo.org/about-the-ib/facts-and-figures/statistical-bulletins/>

For more details visit [www.ibo.org](http://www.ibo.org)

## IQ IAM Level 3 Diploma in Business and Administrative Management

### Qualification code

[603/0938/6](#) (IQ IAM Level 3 Diploma in Business and Administrative Management)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The core objective of this qualification is to give students personal growth and engagement in learning.

Key purposes include:

- prepare for further learning, or training, and/or develop knowledge and/or skills in a subject area
- develop knowledge and/or skills in a subject area

To ensure this qualification is fit for purpose, it has been developed in partnership with the Institute of Administrative Management (IAM).

### Grading

All assessment criteria must be met to achieve the qualification. This qualification is not graded successful students achieve a pass.

### Assessment

This qualification is assessed through four written assignments. Each unit is assessed by its own individual assignment. These are externally set, internally marked, and quality assured by postal moderation. Each assignment is non-compensatory, meaning all assessment criteria are assessed and must be met.

Assignment briefs and mark schemes for the above referenced assignments are provided by Industry Qualifications (IQ) to the training provider.

An additional recorded student interview/viva is conducted by the assessor on completion of the assignments. Identification is reconfirmed at this stage of assessment and on completion, the oral responses are transcribed by the assessor within the marking form. The student interview does not contribute to the overall grade, rather it is a quality assurance requirement to finalise the awarding of the written assignment, through confirmation of candidate authenticity of achievement.

### Further information

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Document Owner: Qualifications Service Delivery Partner

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Created:  
Tuesday, 29  
October 2024

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- these qualifications may have been taken as part of a wider study programme or apprenticeship.
- if they are presented for admission to HE, it is likely to be in conjunction with other qualifications.

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The qualification content is sector generic, so it is suitable for individuals working, or intending to work in a broad scope of business administrative and managerial roles. It aims to improve a student's ability to operate in a broad range of business critical areas. Examples include multidisciplinary working (colleagues, managers, stakeholders, customers, etc.), business innovation, performance monitoring, finance, marketing, and market research.

Moreover, through completing the four assignments, students will demonstrate the ability to work and research independently, for a prolonged time period, to meet the qualification demands. Self-motivation, commitment, research skills, and the ability to write in a structured and concise manner, are essential components of both employment and higher education. As such, the range of skills developed through taking this qualification can be seen as relevant to those seeking access to further education and career progression alike.

This qualification can be taken as a standalone, and it is not necessary to offer it in conjunction with any other qualifications.

All information pertaining to the delivery/assessment of this qualification, in addition to the qualification specification, can be accessed via the company website: [www.industryqualifications.org.uk/qualifications/database/vQualsCurrent...](http://www.industryqualifications.org.uk/qualifications/database/vQualsCurrent...)

All documents are available for download at the bottom of the page.

## IQ Level 3 Diploma in Principles of Health and Social Care

### Qualification code

[603/1395/X](#) (IQ Level 3 Diploma in Principles of Health and Social Care)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The core objective of this qualification is to support a health and social care role in the workplace.

Key purposes include:

- prepare for further learning or training, and/or develop knowledge and/or skills in a subject area
- develop knowledge and/or skills in a subject area

To ensure this qualification is fit for purpose it has been developed in partnership with leading autism charity, Living Autism. The partnership between an awarding organisation and a leading charity is relatively rare. This relationship was formed to ensure the qualification framework provides a true representation of current knowledge both within the autism unit, and the more generic mandatory units (person-centred care, communication etc). The partnership with Living Autism was an integral component of achieving the qualification's core purpose: delivery of high quality health and social care education that represents current knowledge in the sector.

### Grading

All assessment criteria of the selected units must be met to achieve the qualification. This qualification is not graded, successful students achieve a pass.

### Assessment

Each unit of this knowledge-only qualification is assessed via an externally set, internally marked, and verified and quality assured by IQ, assessment workbook.

An additional audio/ video recorded student interview is conducted by an approved member of staff (trainer, assessor or internal verifier) upon the completion of each unit within this workbook.

Student identification is re-confirmed within this stage of assessment and the completion of these interview requirements are additionally documented within the workbook.

### Further information

Security Marking: Public

Document Owner: Qualifications Service Delivery Partner

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There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- some of these qualifications are occupational, and may not be designed specifically for progression to HE
- applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications
- these qualifications may have been taken as part of a wider study programme or an apprenticeship
- if they are presented for admission to HE it is likely to be in conjunction with other qualifications

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The qualification content is applicable to a wide variety of health and social care job roles, including but not limited to: residential settings, primary care environments, day services, personal assistance, and domiciliary services. It aims to improve a student's ability to understand and respond appropriately to the uniqueness of all individuals, particularly those in a health and social care setting, and provides students with formal recognition of their health and social care knowledge.

Person-centred understanding is at the core of the delivery of high quality care. It is also a trait that promotes multidisciplinary working, through enabling recognition and response to the strengths and weaknesses of individual team members. Through developing this important skill as part of the qualification framework, successful students will demonstrate value to a broad range of employers, across a diverse range of sectors.

Moreover, through completion of the diploma workbook, students will evidence the ability to work and research independently, for a prolonged time period, to meet the qualification demands. Self-motivation, commitment, research skills, and the ability to write in a concise manner, are essential components of both employment and higher education. As such, the range of skills developed through taking this qualification can be seen as relevant to those seeking access to further education and career progression alike.

This qualification can be taken as a standalone, and it is not necessary to offer it in conjunction with any other qualifications.

All information pertaining to the delivery/assessment of this qualification, in addition to the qualification purpose statement, fact-sheet and specification, can be accessed via the company website:

<http://www.industryqualifications.org.uk/qualifications/database/vQuals...>

All documents are available for download at the bottom of the page.

## LanguageCert Level 3 Certificate in ESOL International (Listening, Reading, Writing, Speaking) (LanguageCert Academic C2)

### Qualification code

[610/1459/X](#)

### Purpose

The LanguageCert Academic test is for candidates seeking to study in tertiary education. Test content is tailored for academic study at undergraduate, postgraduate or professional level. The test measures a range of skills and competences appropriate for academic study in an English-medium setting: reading and listening for gist or for a detailed understanding of a range of written and audio sources including academic articles, lectures, podcasts, interviews, discussions; writing reports, articles and essays for an academic purpose; giving presentations; reading aloud; or taking part in a discussion.

LanguageCert General and LanguageCert Academic are designed for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised worldwide. They are suitable for candidates who are preparing for entry to higher education, or professional employment in the UK or elsewhere. Both qualifications reference the descriptions of language proficiency in the Common European Framework of Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the Regulated Qualifications Framework for England, Wales and Northern Ireland (See: Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language DFES / QCA, 2003).

LanguageCert General and LanguageCert Academic measure proficiency in the same way, to the same scale, using the same task types. The two tests have been designed and developed according to the same standard procedures. The test delivery processes and scoring methods are identical.

Students entering university for undergraduate or postgraduate study require general academic language proficiency and skills. General (i.e. non discipline specific) academic language proficiency and skills refer to the type of language that students are exposed to during their first year(s) at university, in college foundational levels, or on pathway programmes. These proficiencies and skills include, for example, understanding generic academic vocabulary relevant to most domains; aspects of academic expression (e.g. formality of style) used across common academic tasks (e.g. writing essays, giving presentations); understanding textual conventions typically used in higher education; oral presentation skills; the ability to locate specific information; infer views and standpoints which may not always be overtly stated; note-taking; and critical thinking skills (including identifying and formulating arguments).

The overall objective of the LanguageCert Academic qualification is to provide candidates with a qualification that they can use primarily for entrance purposes to higher education institutions running English-medium courses in English-speaking countries, and in countries where English is not a first language but where the ability to speak, write and understand verbal and written general academic English is required. The qualification is suitable for:

- non-native speakers of English who:

- o are 17 years of age or older
- o wish to acquire an internationally recognised certification of their English language competence
- o wish to undertake an undergraduate or postgraduate course of study at an English-speaking university or college and require evidence of their English proficiency;
  - universities and colleges that:
    - o need to establish the English language level of students to evaluate their ability to follow their chosen course of study
    - o wish to offer students a test which will provide them with an internationally recognised certification of their English language competence;
    - employers who:
      - o wish to identify the English language level of their applicants
      - o require an internationally recognised certification as part of their hiring process.

## Grading

LanguageCert Academic is stringently assessed against the criteria as detailed in the syllabus. Test takers receive a score on the Global Scale per skill (Listening, Reading, Writing and Speaking) and an overall score and CEFR level.

More specifically, the test taker receives a score on the LanguageCert Global Scale (0–100), derived from and directly related to the LanguageCert Item Difficulty (LID) scale. The LID scale is used to measure and record the difficulty values of all items. The Global Scale (0–100) is aligned to the six levels (A1–C2) of foreign language mastery as set out in the scale of the Common European Framework of Reference for Languages (CEFR).

## Assessment

LanguageCert's General and Academic tests measure all four skills: listening, reading, writing, and speaking. Both report performance across a range of CEFR levels and score against the LanguageCert Global Scale (from 0 to 100).

All Examiners are approved by LanguageCert and undergo rigorous and frequent training and standardisation, to ensure that grades are awarded strictly in accordance with CEFR levels and LanguageCert examination requirements.

LanguageCert Academic and LanguageCert General are directly calibrated to the levels of the Common European Framework of Reference produced by the Council of Europe. The Global Scale links to the LID scale and thereby the CEFR levels. In turn, this means that performance on LanguageCert tests is directly comparable to exams by other English language testing organisations.

Results are reported for performance in each skill and overall. Therefore, a candidate is not only described as having, for example, 'B2 ability', but a more precise level of detail is provided via scores on the LanguageCert Global Scale.

## Further information

All exams are externally set by LanguageCert and are assessed by a group of approved trained markers who are regularly standardised and benchmarked against the CEFR. Results issuance

follows a stringent process which ensures consistency and objectivity of assessment and reliable scores.

Ofqual recognition LanguageCert is an Awarding Organisation recognised and regulated by Ofqual. Ofqual is a non-ministerial government department that regulates qualifications, exams and tests in England. Ofqual is independent of government and reports directly to the UK Parliament. UK Home Office recognition LanguageCert is authorized by UK Visas and Immigration (UKVI), to deliver Home Office approved, Secure English Language Tests (SELTs) in the UK and globally. UKVI is the part of the Home Office which runs the UK's visa service. LanguageCert Academic is a secure, reliable, trusted and attractive choice for candidates applying for UK visas where English language ability must be demonstrated.

International recognition

LanguageCert's International English Qualifications (IEQs) are quality English language exams recognised by employers, educational institutions and professional bodies worldwide for both academic progression and employment.

Relevance

The tasks are sufficiently universal to suit all language learning styles and preparation methods. Exam content authentically replicates real-life general academic English in use. LanguageCert makes use of several methods, including human vetting and statistical analysis, in an effort to minimise bias.



## Level 1/ Level 2 certificates

### Purpose

Level 1 / Level 2 certificates were designed to provide an alternative to GCSEs.

The purpose is to provide a qualification of the same size and level as GCSE which does not require controlled assessment and which has a linear structure and assessment by terminal examination.

The curriculum and assessment arrangements of Level 1 / Level 2 Certificates were based on those of IGCSEs and international GCSEs.

### Grading

In line with GCSEs the qualifications span both Levels 1 and 2 of the Qualifications Frameworks in England, Wales and Northern Ireland.

From their introduction in 2011 until examination in 2017 Level 1 / Level 2 certificates were graded A\* – G in line with GCSEs.

For examination in 2017 onwards WJEC has developed a Level 1 and 2 Certificate in Latin, graded 9 – 1.

For examination in 2017 onwards, Cambridge has developed Cambridge International Level 1 / Level 2 Certificates graded 9 – 1 in the following subjects:

- First language english
- English literature
- Mathematics

### Assessment

Unlike GCSEs, there are no prescribed assessment arrangements for Level 1 / Level 2 certificates.

Ofqual requires them to meet only their general conditions which all qualifications have to meet.

Level 1 / Level 2 certificates are generally characterised by a terminal assessment at the end of two years, which can include oral, written or practical tasks.

### Further information

Links to awarding organisations' websites and specifications:

- <http://www.aqa.org.uk/subjects>
- <http://www.ccea.org.uk/qualifications>
- <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/uk-schools/>

- [International GCSEs | Pearson qualifications](#)
- <http://www.wjec.co.uk/qualifications/>

UCAS has published Global Qualification Information Profiles for the following international GCSE qualifications:

- Cambridge IGCSEs – <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary...>
- [International GCSEs | Pearson qualifications](#)

Further information on Cambridge IGCSEs can be found at [www.cie.org.uk/igcse](http://www.cie.org.uk/igcse)

Further information on Pearson International GCSE can be found at [International GCSEs | Pearson qualifications](#)

## LIBF Applied Generals (reformed)

### Qualification codes

[600/8537/X](#) (Certificate in Financial Studies)

[600/8551/4](#) (Diploma in Financial Studies)

### Purpose

The Department for Education describe Applied General qualifications as follows:

Applied General qualifications are rigorous, advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied General qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at Level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

The **Certificate in Financial Studies (CeFS)** provides a comprehensive introduction to personal finance. This qualification develops the knowledge and skills required for young people to make informed financial decisions, by introducing them to the risks and challenges involved in personal finance and the tools for effective planning. Within this, it provides a solid basis for creating financial inclusion, by exploring social-economic trends and their relationship with an individual's circumstances and attitudes.

The **Diploma in Financial Studies (DipFS)** provides an in-depth exploration of the key concepts of financial capability, and how they are applied to achieve longer-term financial sustainability. This qualification builds on the skills and knowledge acquired through successful completion of the Certificate in Financial Studies, and extends this to include areas such as financial sustainability within the wider financial services system, and the long-term impact of debt. Within the DipFS the student explores the political, economic, social, technological, ethical, and legal impacts of personal finance in the short, medium and longer terms.

Both qualifications are designed to prepare students for further study through the development of the core skills of critical analysis and evaluation, synthesis, verbal communication (through classroom discussion), and written communication.

### Grading

Both the Certificate and the Diploma are graded A\* – E.

### Assessment

As noted in Education Context, to be classified as an Applied General qualification, the qualification in question must meet certain criteria. This includes:

- A minimum of 40% external assessment
- A minimum of 60% mandatory core content
- An element of synoptic assessment

- There is a single resit opportunity

Each unit of both qualifications is assessed through a combination of multiple choice questions (Part A) and a written paper (Part B).

The pass mark for Part A is 40% of the raw marks. The pass mark for Part B is set each session to reflect any small variations in question paper difficulty.

To pass a unit, the student must achieve the minimum pass mark for both Part A and Part B. The written paper for each unit synoptically assesses the students' ability to integrate the skills, concepts and knowledge from the unit.

Unit 4 builds upon Unit 3 (DipFS), both of which build upon Unit 1 and Unit 2 (CeFS).

## Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

The popularity of Applied Generals has risen over recent years. The entry rate for applicants holding at least one BTEC (either alone or in combination with A levels) was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- The fully-reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore

HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

[View DfE's technical guidance](#)

[Diploma in Financial Studies \(DipFS\) | Financial Capability | LIBF](#)

[Certificate in Financial Studies \(CeFS\) | Financial Capability | LIBF](#)

Teacher and Exam Officer information can be found on the [London Institute of Banking & Finance website](#)

## LRN Level 3 Award in Education and Training (ETAB)

### Qualification code

[601/8643/4](#) (LRN Level 3 Award in Education and Training [ETAB])

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The LRN Level 3 Award in Education and Training (ETAB) is designed for students who have limited or no experience of teaching. The qualification is an intensive programme of study which will enable candidates to gain a recognised teaching qualification, with a focus for those wishing to specialise in teaching.

The LRN Level 3 Award in Education and Training (ETAB) is a short course designed to enable a wide range of students to undertake teaching, training, or learning tasks relevant to their own training or teaching situation.

### Grading

Pass or Fail.

### Assessment

The qualification is assessed by a combination of:

- assignments set and marked by LRN
- observation of teaching or training – the teaching is a simulation of teaching (micro-teaching) to peers on the course (referred to as a 30-minute micro-teach), marked by the centre and moderated by LRN

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.

- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

Higher education providers can expect to receive applications from UK and overseas applicants holding the LRN Level 3 Award in Education and Training (ETAB).

[View the qualification specification here.](#)

## LRN Level 3 Award in European Community Development

### Qualification code

[601/8721/9](#) (LRN Level 3 Award in European Community Development)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The LRN Level 3 Award in European Community Development is designed to equip students with the knowledge and skills to understand the key aspects of community development work, and to analyse how these are applied in practice. Course assignments require students to reflect on how the concepts covered in the classroom-based element of the course are put into practice in their job, work experience, or volunteering role.

The LRN Level 3 Award in European Community Development is aimed at students who are already working in their community, either in an employed or voluntary capacity. It is designed to be delivered alongside employment, work experience, or volunteering, and will enable students to work effectively in a community development role.

### Grading

Pass or Fail.

### Assessment

For all units, assessment consists of a total of six externally set assignments – internally marked by the centre and externally validated by the LRN.

For unit one, candidates are required to complete two written assignments of 500 - 750 words.

For unit two, candidates are required to complete a single written assignment of 1,000 - 1,500 words, as well as undertake 120 hours relevant work experience certified by a community development employer, group or organisation.

For unit three, candidates are required to complete a single written assignment of 1,000 - 1,500 words.

For unit four, candidates are required to complete two written assignments of 750 - 1,000 words.

All assignments have clearly defined assessment criteria, and candidates must meet all of the assessment criteria for each assignment in order to achieve a pass. The written assignments are



set by LRN and assessed internally against criteria specified by LRN. LRN externally validates a selection of portfolios.

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

In respect of this qualification:

- Higher education providers can expect to receive applications from UK and overseas applicants holding the LRN Level 3 Award in European Community Development.

[Qualification specification: LRN Level 3 Award in European Community Development](#)

## LRN Level 3 Certificate in Business Management

### Qualification code

[603/0042/5](#) (LRN Level 3 Certificate in Business Management)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The LRN Level 3 Certificate in Business Management is designed to help students develop their understanding and knowledge of business.

LRN recognises that candidates for this qualification will be at different stages of their career development. Some will be experienced business managers who wish to consolidate and extend their skills in particular areas. Some will be comparatively inexperienced and seek to extend their skills generally, whereas some may be new or potential small business managers, perhaps with experience in a related profession, who are now seeking to transfer those skills to the context of business management.

### Grading

Pass or Fail.

### Assessment

The assessment consists of written assignments, which are externally set and marked by LRN. There is also an online multiple choice examination, which is set and marked by LRN.

The marking of assignments is carried out in accordance with completion of the learning outcomes and the assessment criteria listed in the assignments. To ensure a rigorous quality assurance model is applied, each of the marked assignments is moderated.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.

- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

In respect of this qualification:

- Higher education providers can expect to receive applications from UK and overseas students holding the LRN Level 3 Certificate in Business Management.

[Qualification specification: LRN Level 3 Certificate in Business management](#)

## LRN Level 3 Certificate in Teaching English to Speakers of Other Languages (ELTAB)

### Qualification code

[601/8223/4](#) (LRN Level 3 Certificate in Teaching English to Speakers of Other Languages [ELTAB])

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The LRN Level 3 Certificate in Teaching English to Speakers of Other Languages (ELTAB) is designed for students who have limited or no experience of teaching English language. The qualification is an intensive programme of study which enables candidates to gain a recognised teaching qualification, with a focus on those wishing to specialise in teaching English to either speakers of other languages, or for those who wish to teach English Language. The ELTAB provides students with an internationally recognised qualification that proves their language teaching abilities.

The qualification is suitable for students new to teaching who wish to build their confidence and skills. The ELTAB is also suitable for those who are experienced in teaching and wish to consolidate their skills and experience. The additional benefit to students achieving this qualification is that it provides the ability to specialise in a certain area. The ELTAB qualification is also a good foundation for candidates who wish to study for a further qualification in teaching English.

### Grading

Pass or Fail.

### Assessment

The assessment consists of the following:

- Units 1 and 2 are assessed by written assessments, which are externally set and marked by LRN;
- Unit 3 is assessed by one lesson observation and a teaching practice portfolio. This is internally marked by the centre against criteria issued by LRN and moderated by LRN.

LRN will follow its standardisation policy to ensure its own assessments (by examiners) and those carried out by centre staff (against criteria set by LRN) are applied consistently, fairly, and accurately.

### Further information

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There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

Higher education providers can expect to receive applications from UK and overseas students holding the LRN Level 3 Certificate in Teaching English to Speakers of Other Languages (ELTAB).

[Qualification specification: LRN Level 3 Certificate in teaching English to Speakers of other Languages \(ELTAB\).](#)

## LRN Level 3 Certificates in ESOL International

### Qualification codes

[601/8054/7](#) (LRN Level 3 Certificate in ESOL International [CEF C2])

[601/5033/6](#) (LRN Level 3 Certificate in ESOL International (IELCA CEF C2) )

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The LRN Level 3 Certificate in ESOL International (CEF C2) and the LRN Level 3 Certificate in ESOL International (IELCA CEF C2) are designed for those who would like to improve their English language skills at Common European Framework of References for Languages (CEFR) Level C2, or those who have to meet a higher education requirement.

The LRN Level 3 Certificate in ESOL International (CEF C2) is recognised by the Italian Ministry of Education (MIUR), ASEP Greece, Conferencia de Rectores de las Universidades Españolas (CRUE), the Ministry of Education (Romania), the Ministry of Education and Science (Lithuania), and the Knowledge and Human Development Authority (Dubai).

The LRN Level 3 Certificate in ESOL International (IELCA CEF C2) is recognised by UK HEPs, Maritime & Coastguard Agency UK, Italian Ministry of Education (MIUR), Conferencia de Rectores de las Universidades Espanolas (CRUE) the Ministry of Education (Romania) the Ministry of Education and Science (Lithuania) and the Knowledge and Human Development Authority (Dubai).

### Grading

Level 3 Certificate in ESOL International (CEF C2) is graded Distinction, Merit, Pass, or Fail.

Level 3 Certificate in ESOL International (IELCA CEF C2) is graded Pass or Fail.

### Assessment

Aural examination, e-assessment, multiple choice examination, oral examination, and written examination. Each of the assessment components is externally set and externally marked.

### Further information

There are a number of key considerations for HEPs when reviewing qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.

- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

Higher education providers can expect to receive applications from UK and overseas students holding LRN Level 3 Certificates in ESOL International (CEF C2) and (IELCA CEF C2) probably in conjunction with other qualifications.

[Qualification specification: LRN Level 3 Certificate in ESOL International \(CEF C2\).](#)

[Qualification specification: LRN Level 3 Certificate in ESOL International \(IELCA CEF C2\).](#)

## LRN Level 3 Diploma in Pre-U Foundation Studies

### Qualification code

[603/0046/2](#) (LRN Level 3 Diploma in Pre-U Foundation Studies)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The LRN Level 3 Diploma In Pre-U Foundation Studies is designed to help students develop their understanding and knowledge in a specific area of study. The areas are split into pathways which are set at higher education level. The qualification is recognised by Malta Qualifications Recognition Information Centre (MQRIC) and the Knowledge and Human Development Authority (KHDA) in Dubai.

The LRN Level 3 Diploma in Pre-U Foundation Studies provides students with an alternative route into higher education if they do not have traditional qualifications, or are unable to meet the normal entry requirements for an undergraduate degree.

### Grading

The overall qualification is graded as either Distinction, Merit, Pass, or Fail.

### Assessment

#### Mandatory units:

These are assessed through assignments which are externally set, internally marked, and moderated by LRN. LRN provides centres with mark schemes, assessment guides, and other notes to ensure a consistent approach is applied to their marking. Internally marked assignments are also randomly moderated, in line with the risk profile set by LRN, for the centre.

#### Optional units:

These are assessed through assignments which are externally set and marked by LRN.

LRN carries out standardisation to ensure the assessment carried out by LRN examiners, and that of its centres, is done consistently and in line with its mark scheme.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 Performance Tables for England:



- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

Higher education providers can expect to receive applications from UK and overseas applicants holding the LRN Level 3 Diploma In Pre-U in Foundation Studies.

[Qualification specification: LRN Level 3 Diploma in Pre-U Foundation Studies.](#)

## NCC Education Level 3 International Foundation Diploma for Higher Education Studies

### Qualification code

[603/0080/2](#) (NCC Education Level 3 International Foundation Diploma for Higher Education Studies)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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NCC Education is an awarding organisation offering education solutions to a global network of accredited partner centres in more than 50 countries worldwide.

Originally a division of the National Computing Centre, which was first established as an IT initiative by the British Government in 1966, NCC started offering IT qualifications and gradually expanded the higher education portfolio to include business, English language, and foundation level qualifications. In 1997, NCC were incorporated as an awarding organisation of British qualifications.

The Level 3 International Foundation Diploma for Higher Education Studies (L3IFDHES) is designed for international students who have studied usually in a 12 grade system and who need to complete extra study in order to meet HE entry requirements. The L3IFDHES prepares students linguistically and socio-culturally to enter the first year of a UK degree course.

### Grading

The grade descriptors Pass, Merit and Distinction are awarded by unit to successful candidates.

A Pass is awarded for an overall unit mark of between 40 and 59. A Merit is awarded for an overall unit mark of between 60 and 69 and a Distinction is awarded for an overall unit mark of 70 and above. Candidates who obtain an overall unit mark of below 40 are classed as a fail in the unit and may resit.

A final Qualification mark will be awarded upon successful completion of all units. This is calculated by multiplying the candidate's unit mark with the unit's points (dictated by its weighting). The total of this is then divided by the total qualification points.

### Assessment

Assessment includes both external and internal (externally moderated) components. All assessment for the qualification is intended to allow candidates to demonstrate they have met the relevant Learning Outcomes. NCC Education's assessment is appropriate to the assessment criteria as stated in the qualification specification and is regularly reviewed to

ensure it remains consistent with the specification. Students are assessed by global exams (marked by NCC Education), assignments and local exams (marked by Centres and moderated by NCC Education.)

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- These qualifications are 663 GLH. If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

This qualification is designed as a bridging course for international students who have completed a high school diploma in their home country under a 12 grade system and so may not meet the university entry requirements for entry on their high school diploma alone. Therefore in addition to the L3IFDHES certificate, applications should include evidence of high school completion.

For more information, visit <http://www.nccedu.com>.

Additionally please consult the [qualification specification](#).

## NCFE Applied Generals (interim-reformed)

### Qualification codes

[500/8551/7](#) (NCFE Level 3 Applied General Certificate in Art and Design)

[500/8123/8](#) (NCFE Level 3 Certificate in Interactive Media)

### Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous, advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied General qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at Level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

### NCFE Level 3 Applied General Certificate in Art and Design (500/8551/7)

The NCFE Certificate in Art and Design qualification is designed to develop transferable knowledge, skills and understanding through applied learning in art and design. It develops students' knowledge and understanding across a range of art and design practices, aims to extend students' art and design skills and use of techniques to an advanced level, and enables them to use materials and techniques fluently, competently and safely.

Students develop generic, transferable skills valued by employers, such as effective teamwork, planning and health and safety principles, as well as extending their creative and intellectual abilities, e.g. communication, innovation and critical evaluation.

For those who wish to study at a higher level, the qualification enables them to develop higher level learning skills such as independent working, research, self-reflection and collaborative learning.

### NCFE Level 3 Certificate in Interactive Media (QCF) (500/8123/8)

This qualification is designed for students who have a genuine interest in interactive media and wish to extend their existing knowledge and skills with a view to accessing further or higher education in an interactive media related field.

The primary purpose of the NCFE Level 3 Certificate in Interactive Media is to enable students to extend their skills in using interactive media processes to an advanced level. The secondary purpose is to provide a basis for progression to further study.

The objectives of the NCFE Level 3 Certificate in Interactive Media are to:

- enable students to use equipment and software competently and safely

- understand how to use interactive media to meet the needs of a design brief
- investigate different forms of interactive technology
- plan and produce an interactive media product

## **Grading**

These qualifications are graded Pass or Not Yet Achieved.

## **Assessment**

These qualifications are internally assessed through a portfolio of evidence which is externally quality assured.

## **Further information**

The Level 3 Applied General Certificate in Art and Design had an operational end date of 31st August 2017.

The Level 3 Certificate in Interactive Media had an operational end date of 31st December 2018.

Therefore, the specifications are no longer available and we are no longer accepting learner registrations.

## NCFE Applied Generals (reformed)

### Qualification codes

[601/6779/8](#) (NCFE Level 3 Applied General Certificate in Music Technology)

[601/8898/4](#) (NCFE Level 3 Applied General Certificate in Art and Design)

[601/8908/3](#) (NCFE Level 3 Applied General Certificate in Business and Enterprise)

### Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous, advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied General qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at Level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

### NCFE Level 3 Applied General Certificate in Music Technology:

This qualification enables students to develop their skills, knowledge, and understanding of working in the music technology sector. It will enable students to continue their education through applied learning and equip them with transferable knowledge and skills, while giving them the opportunity to respond to contextualised industry briefs.

It is aimed at post-16 students studying a Key Stage 5 curriculum, with an interest in creative music production and performance. It has been designed to sit with the Study Programme, alongside A levels and other qualifications.

### NCFE Level 3 Applied General Certificate in Art and Design:

This qualification is designed for students who want to progress to higher or further education. It provides an applied study of art and/or design alongside theoretical content and opportunities to acquire practical and technical skills.

This qualification aims to:

- focus on an applied study of Art and/or Design
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills
- develop new technical skills in art and design
- develop students' knowledge of art and design

## **NCFE Level 3 Applied General Certificate in Business and Enterprise:**

This qualification is aimed at post-16 year olds studying a Key Stage 5 curriculum who want to progress into higher education. It enables students to develop transferable skills, knowledge, and understanding in the business and enterprise sector and is appropriate for students wishing to continue their education through applied learning, equipping them with transferable knowledge and skills. This qualification can be used within a study programme.

This qualification aims to:

- focus on an applied study of the business and enterprise sector
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide academic and study skills that will support progression in business and enterprise more broadly
- develop students' transferrable knowledge and skills in business and enterprise

## **Grading**

All units in each qualification are graded: Distinction/Merit/Pass/Not Yet Achieved.

The overall qualification is graded: Distinction\*/Distinction/Merit/Pass/Not Yet Achieved.

## **Assessment**

Units are internally assessed and externally quality assured. Learners must also pass externally assessed tasks.

## **Further information**

View the qualification specifications:

[NCFE Level 3 Applied General Certificate in Music Technology](#)

[NCFE Level 3 Applied General Certificate in Art and Design](#)

[NCFE Level 3 Applied General Certificate in Business and Enterprise](#)

These Level 3 Applied General Certificates had an operational end date of 31st July 2023.

Therefore, we are no longer accepting learner registrations.

## NCFE CACHE Level 3 Certificate in the Principles of End of Life Care

### Qualification code

[610/2967/1](#)

### Purpose

This qualification is designed for anyone who is seeking to increase their knowledge of end of life care in a vocational setting. It is aimed at those working in the healthcare sector whose job description includes caring for those who have a life-limiting illness.

This qualification is also appropriate for those who have already achieved other sector-specific qualifications in the healthcare sector who need to apply their understanding in a palliative care context.

This qualification aims to:

- provide learners with a definition of end of life care
- explore common questions and themes in end of life care
- inform learners of the range of possible approaches to end of life care
- provide learners with an understanding of how to support a person's familial, spiritual, social and emotional needs
- prepare the learner to confront issues of death and bereavement

### Grading

Grading - achieved/not yet achieved

### Assessment

Internally assessed and externally quality assured portfolio of evidence.

### Further information

View the specification:

[NCFE Level 3 Certificate in the Principles of End of Life Care](#)



## NCFE CACHE Level 3 Childcare and Education qualifications

### Qualification codes

[601/3998/5](#) (NCFE CACHE Level 3 Award in Childcare and Education)

[603/7477/9](#) (NCFE CACHE Level 3 Extended Diploma for Children's Care, Learning and Development (Northern Ireland))

[601/2629/2](#) (NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Year Educator))

[501/0476/7](#) (NCFE CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools)

[603/2496/X](#) (NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

The aim of these qualifications is to enable students to access Higher Education or assist with progression into the workplace.

These qualifications have been designed, written and reviewed by a team of subject matter experts, employers and Higher Education Providers.

Students will develop generic, transferable skills valued by employers, such as effective teamwork, planning and health and safety principles. As well as extending their creative and intellectual abilities, e.g. communication, innovation and critical evaluation.

For those who wish to study at a higher level, the qualifications will enable them to develop higher level learning skills such as independent working, research, self-reflection and collaborative learning.

### Grading

601/3998/5 - NCFE CACHE Level 3 Award in Childcare and Education: A\* – D

603/7477/9 - NCFE CACHE Level 3 Extended Diploma for Children's Care, Learning and Development (Northern Ireland): A\* – D

601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Year Educator):  
Achieved/Not Yet Achieved

501/0476/7 - NCFE CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools: Achieved/Not Yet Achieved

603/2496/X - NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning: Achieved/Not Yet Achieved

## Assessment

601/3998/5 - NCFE CACHE Level 3 Award in Childcare and Education: Internally assessed and externally quality assured portfolio of evidence.

603/7477/9 - NCFE CACHE Level 3 Extended Diploma for Children's Care, Learning and Development (Northern Ireland): Internally assessed and externally quality assured portfolio of evidence, and externally set and externally assessed extended assessment.

601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Year Educator): All units are mandatory and will be internally assessed. Unit 3.15 (Longitudinal Study) is a mandatory task set by CACHE and internally assessed. Competence in a real work environment must be demonstrated.

501/0476/7 - NCFE CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools: All units will be internally assessed.

603/2496/X - NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning: All units will be internally assessed.

## Further information

Further information:

[NCFE CACHE Level 3 Award in Childcare and Education](#)

[NCFE CACHE Level 3 Extended Diploma for Children's Care, Learning and Development \(Northern Ireland\)](#)

[NCFE CACHE Level 3 Diploma for the Early Years Workforce \(Early Years Educator\)](#)

[NCFE CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools](#)

[NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning](#)



## **NCFE CACHE Level 3 Extended Diploma for Children's Care Learning and Development (Northern Ireland) (603/7477/9)**

### **Qualification code**

[603/7477/9](#)

### **Purpose**

This qualification is designed to provide learners with the underpinning knowledge and skills needed when working with children. It covers a diverse range of job roles and occupational areas in children's settings, including early years. The qualification then builds on this knowledge and provides extended knowledge and skills to further learners' understanding and provide a stepping stone into higher education.

The Level 3 Diploma for Children's Care, Learning and Development (Northern Ireland) sits within this qualification. Successful achievement of the diploma units will confirm competence in these areas and serve as the required qualification for all new practitioners for registration and regulatory requirements in Northern Ireland.

### **Grading**

The diploma mandatory and optional units are Achieved/Not Yet Achieved.

The final grade will be A\* - D.

### **Assessment**

Internally assessed and externally quality assured portfolio of evidence and externally set and externally assessed extended assessment. Competence in a real work environment must be demonstrated.

### **Further information**

View the qualification specification:

[NCFE CACHE Level 3 Extended Diploma for Children's Care Learning and Development \(Northern Ireland\)](#)

## NCFE CACHE Level 3 Extended Diploma for the Children and Young People's Workforce

### Qualification code

[600/1349/7](#) (NCFE CACHE Level 3 Extended Diploma for the Children and Young People's Workforce)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

The Level 3 Extended Diploma for the Children and Young People's Workforce (CYPW) is suitable for delivery as a two-year, full-time qualification which incorporates the Level 3 Diploma for the Children and Young People's Workforce.

The qualification comprises:

- the Level 3 Diploma for the Children and Young People's Workforce to meet the requirements to work in the Children and Young People's Workforce
- additional extended units to assess, build and develop students' higher level knowledge and skills
- three extended assessments based on knowledge which has been gained throughout the entire learning programme

This qualification is appropriate for those who might like to progress to a degree in a related discipline.

### Grading

A\* – E

### Assessment

The CYPW units will be internally assessed using a range of methods.

The extended units will be internally assessed using mandatory assessment tasks.

The three extended assessments will be externally assessed.

### Further information

The Level 3 Extended Diploma for the Children and Young People's Workforce had an operational end date of 31st December 2014. Therefore, the specification is no longer available and we are no longer accepting learner registrations.

## NCFE CACHE Level 3 Health and Social Care qualifications

### Qualification codes

[601/6108/5](#) (NCFE CACHE Level 3 Award in Health and Social Care)

[601/6109/7](#) (NCFE CACHE Level 3 Certificate in Health and Social Care)

[601/6110/3](#) (NCFE CACHE Level 3 Extended Diploma in Health and Social Care)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

The aim of these qualifications is to enable students to access higher education or assist with progression into the workplace.

These qualifications have been designed, written and reviewed by a team of subject matter experts, employers and higher education institutions.

Students will develop generic, transferable skills valued by employers, such as effective teamwork, planning and health and safety principles. As well as extending their creative and intellectual abilities, e.g. communication, innovation and critical evaluation.

For those who wish to study at a higher level, the qualifications will enable them to develop higher level learning skills such as independent working, research, self-reflection and collaborative learning.

### Grading

A\* – D

### Assessment

#### Award:

Portfolio of evidence.

#### Certificate:

Portfolio of evidence, one extended assessment.

#### Extended Diploma:

Portfolio of evidence; two extended assessments (one covering the 'core mandatory' units and one covering the 'diploma mandatory' units).

### Further information

View the qualification specifications:

[NCFE CACHE Level 3 Award in Health and Social Care](#)

[NCFE CACHE Level 3 Certificate in Health and Social Care](#)

[NCFE CACHE Level 3 Extended Diploma in Health and Social Care](#)

## NCFE CACHE Tech levels (interim reformed)

### Qualification codes

[601/2147/6](#) (NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator))

[601/3999/7](#) (NCFE CACHE Level 3 Certificate in Childcare and Education)

[601/4000/8](#) (NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

**The NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator)** prepares students to become Early Years Educators, enabling them to work with and care for children from birth to 5 years, and gain knowledge of children aged 5 to 7 years. The aim of this qualification is to confirm the student's competence to work in a Level 3 work role. It requires them to demonstrate the full application of skills, knowledge, and understanding. This qualification will guide and assess the development of knowledge and skills relating to early years.

**The NCFE CACHE Level 3 Certificate in Childcare and Education** prepares students to progress on to the Level 3 Diploma in Childcare and Education (Early Years Educator). They provide students with knowledge of children from birth to seven years.

**The NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator)** enables students to enter the workforce as early years educators, or access higher education.

### Grading

**Overall qualification grading is A\* – D.**

### Assessment

**NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator)**



All units are mandatory and will be internally assessed. Unit 3.15 (Longitudinal Study) is a mandatory task set by CACHE and will be internally assessed. There are 3 assessment tasks which will be externally set and externally marked. Competence in a real work environment must be demonstrated.

## **NCFE CACHE Level 3 Certificate in Childcare and Education**

All units will be internally assessed. Learners must also pass an Effective Practice Study Task (externally set, externally marked).

## **NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator)**

All units will be internally assessed. Learners must also pass an Effective Practice Study Task and one Extended Assessment Task (externally set, externally marked).

### **Further information**

View the qualification specifications:

[NCFE CACHE Level 3 Diploma in Early Years Education and Care \(Early Years Educator\)](#)

[NCFE CACHE Level 3 Certificate in Childcare and Education](#)

[NCFE CACHE Level 3 Diploma in Childcare and Education \(Early Years Educator\)](#)

## NCFE CACHE Tech levels (reformed)

### Qualification codes

[601/8438/3](#) (NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care [Early Years Educator])

[601/8436/X](#) (NCFE CACHE Technical Level 3 Certificate in Childcare and Education)

[601/8437/1](#) (NCFE CACHE Technical Level 3 Diploma in Childcare and Education [Early Years Educator])

[601/8434/6](#) (NCFE CACHE Technical Level 3 Certificate in Health and Social Care)

[601/8435/8](#) (NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

Overall qualification grading is A\* – D.

### Assessment

#### NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator)

All units are mandatory and will be internally assessed. Unit 3.15 (Longitudinal Study) is a mandatory task set by CACHE and internally assessed. There are 3 assessments tasks that will be externally set and externally marked. Competence in a real work environment must be demonstrated.

#### NCFE CACHE Technical Level 3 Certificate in Childcare and Education

Units will be internally assessed. Learners must pass an extended assessment that will be externally set and externally marked.

## **NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator)**

Units will be internally assessed. Learners must pass 2 extended assessments that will be externally set and externally marked.

## **NCFE CACHE Technical Level 3 Certificate in Health and Social Care**

All units are mandatory and will be internally assessed. Learners must pass one assessment task that will be externally set and externally marked. A work placement must be completed.

## **NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care**

Mandatory and optional units will be internally assessed. Learners must pass 3 assessment tasks that will be externally set and externally marked. A work placement must be completed.

### **Further information**

View the qualification specifications:

[NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care \(Early Years Educator\)](#)

[NCFE CACHE Technical Level 3 Certificate in Childcare and Education](#)

[NCFE CACHE Technical Level 3 Diploma in Childcare and Education \(Early Years Educator\)](#)

[NCFE CACHE Technical Level 3 Certificate in Health & Social Care](#)

[NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care](#)

## NCFE Level 3 Certificate in Photography

### Qualification code

[601/0376/0](#) (NCFE Level 3 Certificate in Photography)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

This Level 3 qualification is designed for students who want to further develop their photography knowledge and skills and develops students' knowledge, skills and understanding in areas such as camera techniques, image processing and manipulation, history of photography and styles of photography such as portrait, location and documentary.

It is the substantial qualification component of the study programme and aims to help students develop the skills and understanding required to work in the sector or to undertake further learning.

Students will develop generic, transferable skills valued by employers, such as communication, planning and health and safety principles.

They will also research job opportunities or freelance options and assess their strengths in areas such as positive attitude, punctuality and self-motivation.

In addition, the requirement to complete optional units means that students are able to develop more specialist knowledge and skills in particular areas. For those who wish to study at a higher level, the qualifications will enable them to develop higher level learning skills such as independent working, research, self-reflection and collaborative learning.

The qualification has been endorsed by the Royal Photographic Society (RPS).

### Grading

The qualification is graded Pass/Fail overall.

### Assessment

Internally assessed and externally quality assured portfolio of evidence.

### Further information

View the qualification specification:

[NCFE Level 3 Certificate in Photography](#)

The Level 3 Certificate in Photography had an operational end date of 31 July 2021. Therefore, we are no longer accepting learner registrations.



## NCFE Level 3 Creative Media suite

### Qualification codes

[601/3812/9](#) (NCFE Level 3 Diploma in Creative Media)

[601/3842/7](#) (NCFE Level 3 Extended Diploma in Creative Media)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

These Level 3 qualifications are designed to provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans.

They are the substantial qualification component of the study programme and develop students' knowledge and understanding across a range of creative media practices and students' collaborative working and entrepreneurial awareness. Students will also develop advanced technical skills and knowledge in one of the following pathways:

- Social media
- Graphic design
- Animation
- Games
- Interactive media
- Film and television
- Radio

Students will develop generic, transferable skills valued by employers, such as effective teamwork, planning and health and safety principles. As well as extending their creative and intellectual abilities, e.g. communication, innovation and critical evaluation.

For those who wish to study at a higher level, the qualifications will enable them to develop higher level learning skills such as independent working, research, self-reflection and collaborative learning.

### Grading

The qualifications are graded Pass, Merit, Distinction and Distinction\*.

### Assessment

Internally assessed and externally quality assured portfolio of evidence.

## **Further information**

The Level 3 Creative Media suite had an operational end date of 31 July 2018. Therefore, the specification is no longer available and we are no longer accepting learner registrations.

## NCFE Level 3 Diploma for Entry to the Uniformed Services

### Qualification code

[601/2455/6](#) (NCFE Level 3 Diploma for Entry to the Uniformed Services)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

This qualification is designed to provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans.

It is the substantial qualification component of the study programme and aims to develop students' understanding of the skills and qualities needed to work in a uniformed service role. It will enable students to prepare to make a recruitment application, or to progress to the entry qualifications required for employment in a uniformed service of their choice.

Students will develop generic, transferable skills, such as leadership skills, conflict management and personal protection.

In addition, the requirement to complete optional units means that students are able to develop more specialist knowledge such as the use of telecommunication in the uniformed services and planning for emergency situations in the uniformed services.

For those who wish to study at a higher level, the qualification will enable them to develop higher level learning skills such as independent working, research, self-reflection and collaborative learning.

This qualification has been developed in partnership with employers, universities and other subject experts to ensure that the content is current and relevant.

### Grading

The qualification is graded Pass, Merit, Distinction and Distinction\*.

### Assessment

Assessment is by an internally assessed and externally quality assured portfolio of evidence.

### Further information

The Level 3 Diploma for Entry to Uniformed Services had an operational end date of 31 January 2019. Therefore, the specification is no longer available and we are no longer accepting learner registrations.



## NCFE Level 3 Diploma in Preparing to Work in Renewable Energy Engineering

### Qualification code

[601/3194/9](#) (NCFE Level 3 Diploma in Preparing to Work in Renewable Energy)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

The NCFE Level 3 Diploma in Preparing to Work in Renewable Energy Engineering provides students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans.

It is the substantial qualification component of the study programme and aims to enable students to develop the skills, knowledge and understanding required to work in the renewable energy industry or to undertake further learning.

It develops the students' knowledge and understanding across a range of practices. It enables the student to further develop essential knowledge in areas such as mechanical, electrical and electronic principles, energy efficiency, wind, solar, wave and tidal energy generation.

Students will develop generic, transferable skills valued by employers, such as effective teamwork, communication, planning and health and safety principles.

They will also research job opportunities and assess their strengths in areas such as positive attitude, punctuality and self-motivation.

In addition, the requirement to complete optional units means that students are able to develop more specialist knowledge about different aspects of renewable energy. For those who wish to study at a higher level, the qualification will enable them to develop higher level learning skills such as independent working, research, self-reflection and collaborative learning.

### Grading

The qualification is graded Pass, Merit, Distinction and Distinction\*.

### Assessment

Internally assessed and externally quality assured portfolio of evidence.

### Further information

The Level 3 Diploma in Preparing to work in Renewable Energy Engineering had an operational end date of 31 July 2019. Therefore, the specification is no longer available and we are no longer accepting learner registrations.

## NCFE Level 3 Entry to Uniformed Services suite

### Qualification codes

[601/8790/6](#) (NCFE Level 3 Introductory Certificate for Entry to the Uniformed Services)

[601/8791/8](#) (NCFE Level 3 Certificate for Entry to the Uniformed Services)

[601/8792/X](#) (NCFE Level 3 Diploma for Entry to the Uniformed Services (540))

[601/8793/1](#) (NCFE Level 3 Diploma for Entry to the Uniformed Services (720))

[601/8794/3](#) (NCFE Level 3 Extended Diploma for Entry to the Uniformed Services)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

These qualifications provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans.

They are the substantial qualification component of the study programme and provide students with an in-depth understanding of the principles of the uniformed services sector, and to allow them to explore the various avenues of work within it. They also allow students to gain transferable skills that can be applied to the workplace or further study.

These qualifications:

- focus on the study of the uniformed services in the public services sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical work-related skills

The objectives of these qualifications are to:

- allow students to progress to employment or further study, and towards the entry qualifications and requirements of a specific uniformed service
- provide informed and prepared potential recruits

These qualifications aim to provide students with:

- an understanding of the uniformed public services sector

- the opportunity to investigate career opportunities in the uniformed services
- the ability to prepare for a recruitment interview
- an understanding of the personal commitment and fitness requirements needed to be employed in a uniformed service role
- an understanding of the external organisations that impact on and influence the work of the uniformed services
- an understanding of how uniformed services respond in emergency situations
- the opportunity to understand and develop the skills and qualities needed to work in a range of uniformed services, e.g. leadership skills, coaching skills, conflict management, personal protection, teamwork, communication, navigation, and drill

## Grading

The final grade for the qualifications is based on a structure of Not Yet Achieved, Pass, Merit, Distinction, and Distinction\*.

## Assessment

Internally assessed and externally quality assured via a portfolio of evidence.

## Further information

View the qualification specifications:

[NCFE Level 3 Introductory Certificate for Entry to the Uniformed Services](#)

[NCFE Level 3 Certificate for Entry to the Uniformed Services](#)

[NCFE Level 3 Diploma for Entry to the Uniformed Services \(540\)](#)

[NCFE Level 3 Diploma for Entry to the Uniformed Services \(720\)](#)

[NCFE Level 3 Extended Diploma for Entry to the Uniformed Services](#)

## NCFE Level 3 Extended Diploma in IT

### Qualification codes

[601/7050/5](#) (General 601/7050/5/GEN)

[601/7050/5](#) (Business 601/7050/5/BSN)

[601/7050/5](#) (Networking and Systems 601/7050/5/NET)

[601/7050/5](#) (Software Development 601/7050/5/SOF)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

The qualification is suitable for students aged 16 and above and designed to prepare students for employment in the IT and telecoms sector or to progress to higher level learning.

It can be taken as a substantial component of the study programme and is also designed for students interested in an apprenticeship in roles such as software developer, desktop support engineer, network planner, database administrator, network engineer or software tester.

The qualification allows students to specialise in their area of interest by choosing units from one of four pathways (General, business, networking and systems support or software development).

### Grading

Pass, Fail

### Assessment

Internally assessed and externally moderated portfolio of evidence.

### Further information

Further information: The Level 3 Extended Diploma in IT had an operational end date of 30th April 2018. Therefore, the specification is no longer available and we are no longer accepting learner registrations.

## NCFE Level 3 Higher Level Studies suite

### Qualification codes

[601/7789/5](#) (NCFE Level 3 Award in Higher Level Studies)

[601/7788/3](#) (NCFE Level 3 Extended Award in Higher Level Studies)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

These qualifications have been developed in partnership with employers, universities and other subject experts to ensure that the content is current and relevant.

They are designed for students who are considering studying at a higher level and would like to develop their higher level study skills and enable students to understand their own strengths and weaknesses and identify areas for further development.

The qualifications are particularly relevant for those aged 16–18 who wish to make the most of their programmes of study by including key higher level study skills.

### Grading

Pass, Fail

### Assessment

Internally assessed and externally quality assured portfolio of evidence.

### Further information

View the qualification specification:

[NCFE Level 3 Award in Higher Level Studies](#)

[NCFE Level 3 Extended Award in Higher Level Studies](#)

## NCFE Level 3 Performance Skills suite

### Qualification codes

[601/5481/0](#) (NCFE Level 3 Diploma in Performance Skills)

[601/5815/3](#) (NCFE Level 3 Extended Diploma in Performance Skills)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

These qualifications provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans.

They are the substantial qualification component of the study programme and enable progression into further training and education or employment in the performance industry.

They aim to:

- develop students' understanding of a variety of approaches to performance
- provide students with a chance to give and receive feedback on aspects of their own and others' performance skills
- develop students' understanding of the performance industry

The objectives are to help students to:

- develop their specialist knowledge and skills in a chosen area of performance
- pursue further training or employment in the performance industry

Students will develop generic, transferable skills, such as planning, health and safety, giving and receiving feedback.

In addition, the requirement to complete optional units means that students are able to develop more specialist knowledge and skills in a chosen area of performance.

For those who wish to study at a higher level, the qualifications will enable them to develop higher level learning skills such as independent working, research, self-reflection and collaborative learning.

### Grading

## UK Qualification Information Profiles (QIPS)

The qualification is graded Pass, Merit, Distinction and Distinction\*.

### **Assessment**

Internally assessed and externally quality assured portfolio of evidence.

### **Further information**

The Level 3 Diploma/Extended Diploma in Performance Skills had an operational end date of 31 January 2019. Therefore, the specification is no longer available and we are no longer accepting learner registrations.

## NCFE Level 3 Skills for Business suite

### Qualification codes

[601/2640/1](#) (NCFE Level 3 Diploma in Skills for Business)

[601/2647/4](#) (NCFE Level 3 Diploma in Skills for Business: Enterprise)

[601/2648/6](#) (NCFE Level 3 Diploma in Skills for Business: Finance)

[601/2649/8](#) (NCFE Level 3 Diploma in Skills for Business: Human Resources)

[601/2650/4](#) (NCFE Level 3 Diploma in Skills for Business: IT)

[601/2651/6](#) (NCFE Level 3 Diploma in Skills for Business: Retail)

[601/2652/8](#) (NCFE Level 3 Diploma in Skills for Business: Sales and Marketing)

[603/2491/0](#) (NCFE Level 3 Diploma in Skills for Business: Customer Service)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

These qualifications provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans.

They are the substantial qualification component of the study programme and are suitable for students aged 16 and above and provide transferable skills, knowledge and understanding that can be applied in any business setting.

The units are aligned to National Occupational Standards for business and represent the core attributes required by employers in a range of business settings.

Students can progress into further study to build upon these skills or to focus on a more specific vocational pathway.

These qualifications aim to provide students with:

- an understanding of the essential skills required to work successfully in a business environment
- the skills required to solve problems in a business environment
- an understanding of business culture and responsibilities
- the ability to successfully communicate and work with others in a business environment



- the opportunity to develop the skills required to manage and improve their own performance in a business environment

### **Grading**

The qualifications are graded Not Yet Achieved, Pass, Merit, Distinction and Distinction\*.

### **Assessment**

Internally assessed and externally quality assured portfolio of evidence.

### **Further information**

View the qualification specifications:

[NCFE Level 3 Diploma in Skills for Business](#)

[NCFE Level 3 Diploma in Skills for Business: Enterprise](#)

[NCFE Level 3 Diploma in Skills for Business: Finance](#)

[NCFE Level 3 Diploma in Skills for Business: Human Resources](#)

[NCFE Level 3 Diploma in Skills for Business: IT](#)

[NCFE Level 3 Diploma in Skills for Business: Retail](#)

[NCFE Level 3 Diploma in Skills for Business: Sales and Marketing](#)

[NCFE Level 3 Diploma in Skills for Business: Customer Service](#)

## NCFE Level 3 Sport and Physical Activity suite

### Qualification codes

[601/8877/7](#) (NCFE Level 3 Introductory Certificate in Sport and Physical Activity)

[601/8878/9](#) (NCFE Level 3 Certificate in Sport and Physical Activity)

[601/8881/9](#) (NCFE Level 3 Diploma (540) in Sport and Physical Activity)

[601/8882/0](#) (NCFE Level 3 Diploma (720) in Sport and Physical Activity)

[601/8883/2](#) (NCFE Level 3 Extended Diploma in Sport and Physical Activity)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

This suite of qualifications provides students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans.

They are the substantial qualification component of the study programme and designed to give students the skills, knowledge, and understanding of the sport and physical activity sector. They act as a stepping stone to a range of occupations often through the route of higher education.

- The NCFE Level 3 Introductory Certificate in Sport and Physical Activity is for students who wish to gain a brief understanding of the sector and develop general knowledge over a short period of time. This qualification will provide the student with an introduction to the career opportunities in the sport and physical activity sector.
- The NCFE Level 3 Certificate in Sport and Physical Activity is for students who are looking to develop general knowledge and interpersonal skills to support them into higher education when taken as a programme of study.
- The NCFE Level 3 Diploma (540) in Sport and Physical Activity is designed as a one year, full-time course covering the skills, knowledge, and understanding to support progression either into employment or onto further study.
- The NCFE Level 3 Diploma (720) in Sport and Physical Activity is designed as part of a two year programme, usually in combination with other qualifications to support the aspirations of the student. This qualification will also support students who want to progress into higher education, ultimately leading the student into employment.
- The NCFE Level 3 Extended Diploma in Sport and Physical Activity is designed as a full, two year programme for students who wish to develop their skills and knowledge of the

sector. This qualification supports students interested in progressing to higher education.

These qualifications:

- focus on the study of the sport and physical activity sector
- offer breadth and depth of study, through a choice of four specific pathways
- provide opportunities to acquire a number of practical and technical skills

The objectives of these qualifications are to:

- allow students to gain an in-depth understanding of the sport and physical activity sector
- give students the opportunity to investigate career opportunities in the sport and physical activity sector
- allow students to choose content which relates to their own interests, aspirations, and progression choices

## Grading

The final grade for the qualifications is based on a structure of Not Yet Achieved, Pass, Merit, Distinction, and Distinction\*.

## Assessment

Internally assessed and externally quality assured portfolio of evidence.

## Further information

View the qualification specifications:

[NCFE Level 3 Introductory Certificate in Sport and Physical Activity \(Sport and Exercise Science\)](#)

[NCFE Level 3 Certificate in Sport and Physical Activity \(Sport and Exercise Science\)](#)

[NCFE Level 3 Diploma \(540\) in Sport and Physical Activity \(Sport and Exercise Science\)](#)

[NCFE Level 3 Diploma \(720\) in Sport and Physical Activity \(Sport and Exercise Science\)](#)

[NCFE Level 3 Extended Diploma in Sport and Physical Activity \(Sport and Exercise Science\)](#)

[NCFE Level 3 Introductory Certificate in Sport and Physical Activity \(Outdoors\)](#)

[NCFE Level 3 Certificate in Sport and Physical Activity \(Outdoors\)](#)

[NCFE Level 3 Diploma \(540\) in Sport and Physical Activity \(Outdoors\)](#)

[NCFE Level 3 Diploma \(720\) in Sport and Physical Activity \(Outdoors\)](#)

[NCFE Level 3 Extended Diploma in Sport and Physical Activity \(Outdoors\)](#)

[NCFE Level 3 Introductory Certificate in Sport and Physical Activity \(Working in Sport and Leisure\)](#)

[NCFE Level 3 Certificate in Sport and Physical Activity \(Working in Sport and Leisure\)](#)

[NCFE Level 3 Diploma \(540\) in Sport and Physical Activity \(Working in Sport and Leisure\)](#)

[NCFE Level 3 Diploma \(720\) in Sport and Physical Activity \(Working in Sport and Leisure\)](#)

[NCFE Level 3 Extended Diploma in Sport and Physical Activity \(Working in Sport and Leisure\)](#)

[NCFE Level 3 Introductory Certificate in Sport and Physical Activity \(Sports Coaching\)](#)

[NCFE Level 3 Certificate in Sport and Physical Activity \(Sports Coaching\)](#)

[NCFE Level 3 Diploma \(540\) in Sport and Physical Activity \(Sports Coaching\)](#)

[NCFE Level 3 Diploma \(720\) in Sport and Physical Activity \(Sports Coaching\)](#)

[NCFE Level 3 Extended Diploma in Sport and Physical Activity \(Sports Coaching\)](#)

## NCFE Level 3 Sport suite

### Qualification codes

[601/3060/X](#) (NCFE Level 3 Certificate in Sport)

[601/3059/3](#) (NCFE Level 3 Diploma in Sport)

[601/3061/1](#) (NCFE Level 3 Extended Diploma in Sport)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

These qualifications provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans.

They are the substantial qualification component of the study programme and the NCFE Level 3 Certificate, Diploma and Extended Diploma in Sport are ideal for students who wish to further develop their skills and knowledge in a range of sport techniques and skills.

They aim to help support students' development by providing them with the advanced skills and knowledge to either start a career in sport or progress within employment in the sector.

They will also provide progression opportunities and prepare students for higher or further education.

The pathways within the qualifications allow students to follow a particular specialist area, but still allow flexibility in the choice of unit combinations.

The objectives of these qualifications are to:

- allow students to choose a pathway and units that reflect their career or academic aspirations
- enable students to enter employment in the sport and active leisure sector, or to progress to higher or further education
- gain and develop essential skills that are valued by employers, and higher and further education providers

### Grading

The qualifications are graded Pass, Merit, Distinction or Distinction\*.

Security Marking: Public

Document Owner: Qualifications Service Delivery Partner

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Tuesday, 29

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## **Assessment**

Internally assessed and externally quality assured portfolio of evidence.

## **Further information**

The Level 3 Certificate/Diploma/Extended Diploma in Sport had an operational end date of 31 January 2019. Therefore, the specification is no longer available and we are no longer accepting learner registrations.

## NCFE Level 3 Travel and Tourism suite

### Qualification codes

[603/4140/3](#) (NCFE Level 3 Introductory Certificate in Travel and Tourism)

[603/4141/5](#) (NCFE Level 3 Certificate in Travel and Tourism)

[601/7934/X](#) (NCFE Level 3 Introductory Diploma in Travel and Tourism)

[601/7935/1](#) (NCFE Level 3 Diploma in Travel and Tourism )

[601/7936/3](#) (NCFE Level 3 Extended Diploma in Travel and Tourism )

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under Section 96, where this is in the best interests of individual students.

These qualifications provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans.

They are the substantial qualification component of the study programme and enable students to develop the skills, knowledge and understanding required to work in the travel and tourism industry or to undertake further study and develop students' knowledge and understanding across a range of travel and tourism practices.

They enable the students to further develop essential knowledge about a variety of sub-sectors, such as tour guiding, travel agency operations, hospitality and undertaking research into a variety of tourist destinations.

Students will develop generic, transferable skills valued by employers, such as effective teamwork, customer service, planning and health and safety principles. They will also research job opportunities and assess their strengths in areas such as positive attitude, punctuality and self-motivation.

In addition, the requirement to complete optional units means that students are able to develop more specialist knowledge about different tourist destinations in the UK.

For those who wish to study at a higher level, the qualifications will enable them to develop higher level learning skills such as independent working, research, self-reflection and collaborative learning.

### Grading

The qualifications are graded Not Yet Achieved, Pass, Merit, Distinction and Distinction\*.

### Assessment

Security Marking: Public

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Internally assessed and externally quality assured portfolio of evidence.

## Further information

View the qualification specifications:

[NCFE Level 3 Introductory Certificate in Travel and Tourism](#)

[NCFE Level 3 Certificate in Travel and Tourism](#)

[NCFE Level 3 Introductory Diploma in Travel and Tourism](#)

[NCFE Level 3 Diploma in Travel and Tourism](#)

[NCFE Level 3 Extended Diploma in Travel and Tourism](#)

[NCFE Level 3 Certificate in Travel and Tourism \(Aviation\)](#)

[NCFE Level 3 Introductory Diploma in Travel and Tourism \(Aviation\)](#)

[NCFE Level 3 Diploma in Travel and Tourism \(Aviation\)](#)

[NCFE Level 3 Extended Diploma in Travel and Tourism \(Aviation\)](#)



## NCFE Tech levels (interim-reformed)

### Qualification code

[601/0377/2](#) (NCFE Level 3 Diploma in Photography)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (Level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

This Level 3 qualification is designed for students who want to further develop their photography knowledge and skills. It develops students' knowledge, skills and understanding in areas such as camera techniques, image processing and manipulation, history of photography and styles of photography such as portrait, location and documentary.

The qualification aims to help students develop the skills and understanding required to work in the sector or to undertake further learning.

Students will develop generic, transferable skills valued by employers, such as, communication, planning and health and safety principles.

They will also research job opportunities or freelance options and assess their strengths in areas such as positive attitude, punctuality and self-motivation.

In addition, the requirement to complete optional units means that students are able to develop more specialist knowledge and skills in particular areas.

For those who wish to study at a higher level, the qualification will enable them to develop higher level learning skills such as independent working, research, self-reflection and collaborative learning.

The qualification has been endorsed by the Royal Photographic Society, and offers exemption for the Licentiateship of the RPS.

### Grading

The qualification is graded Pass/Fail overall.

### Assessment

Internally assessed and externally quality assured portfolio of evidence.

## Further information

View the qualification specification:

[NCFE Level 3 Diploma in Photography](#)

The Level 3 Diploma in Photography had an operational end date of 31 July 2021. Therefore, we are no longer accepting learner registrations.

## NCTJ Level 3 Diploma in Journalism (QCF)

### Qualification code

[501/1103/6](#) (NCTJ Level 3 Diploma in Journalism (QCF))

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The NCTJ Level 3 Diploma in Journalism prepares students for their first job, further training and the start of a career in journalism.

Students will be equipped with the qualities, skills and knowledge needed to become a journalist and work on publications serving many different platforms.

### Grading

The grading scale used to signify performance differentiation within the qualification and units is A – F grades with C grade being the industry standard for each unit and F grade being a fail.

Credit is awarded for achievement of grades A – E in each of the units required to complete the Diploma in Journalism qualification.

Teeline shorthand is not graded; speeds are awarded from 60 – 120 words per minute.

The industry standard for shorthand is 100 words per minute.

### Assessment

Each subject is assessed by examination and/or coursework set and marked by NCTJ examination teams.

The e-portfolio is a continuous assessment, including evidence of journalistic skills and application of knowledge and understanding.

Each unit has a programme of study including assessment criteria, how marks are awarded and grade descriptors on which students' levels of attainment will be differentiated.

The assessment criteria for each unit clearly specify the standard that the student is expected to meet in order to demonstrate that the learning outcomes have been achieved.

Learning outcomes are listed in the qualification specification for the Diploma in Journalism and information on assessments can be found on the NCTJ website: [www.nctj.com/journalism-qualifications/diploma-in-journalism](http://www.nctj.com/journalism-qualifications/diploma-in-journalism).

### Further information

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There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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The NCTJ Level 3 Diploma in Journalism is set on the qualifications register with the following objectives:

- Qualifications that indicate an individual can undertake a specific role in the workplace and that they may be relied upon by employers
- Qualifications that are included in apprenticeship frameworks, including functional skills.

This qualification provides opportunities for students who are preparing for, or are already engaged in, careers as professional journalists.

It is suitable for those aged 16+ with a minimum of five GCSEs at grade C or above. There is no age limit. It can be used by those who have completed full-time education or by those who are considering a career change. It can also support individuals to work independently and effectively in life and those seeking to progress further in education and training.

The NCTJ Level 3 Diploma in Journalism is a mandatory qualification for students gaining employment as an apprentice junior journalist. The apprenticeship standard for a junior journalist can be viewed here: <https://www.gov.uk/government/publications/apprenticeship-standard-junior-journalist>

NCTJ entry requirements are intended to ensure that there are no barriers to restrict access and progression and equal opportunities exist for all students. Students with particular educational needs are not targeted separately although special provision may be made for them.

## NOCN Level 3 Vocational Qualifications (RQF)

### Qualification codes

[601/4419/1](#) (NOCN Level 3 Diploma in Customer Service)

[601/5021/X](#) (NOCN Level 3 Diploma in Business Administration )

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

### Grading

The qualifications are not graded and none of the units are graded. Students pass or fail the units and the qualifications.

### Assessment

The assessment for these qualifications must comply with the current Skills CFA Assessment Strategy (Skills CFA is the former name for Instructus Skills).

The assessment for these qualifications is wholly internal. There is no mandatory synoptic assessment although centres may choose to devise assessments which cover more than one unit. The assessment is internally quality assured by the centre and externally quality assured by NOCN.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- These qualifications are between 282 and 432 GLH. If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

Links to the Qualification Specifications are:

<https://www.nocn.org.uk/what-we-do/qualifications/601-4419-1-nocn-level...>

<https://www.nocn.org.uk/what-we-do/qualifications/601-5021-x-nocn-level...>

## **NOCN Tech levels (reformed)**

### **Qualification code**

[601/6550/9](#) (NOCN Level 3 Diploma in Civil Engineering)

### **Purpose**

The Department for Education (DfE) describes Tech level qualifications as follows:

Tech levels are rigorous advanced (Level 3) technical qualifications on a par with A levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level, or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting, or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise', or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### **Grading**

Individual components are graded using a Pass/Merit/Distinction grading scale. These grades are aggregated into an overall grade for the qualification, also using a Pass/Merit/Distinction grading scale.

### **Assessment**

As noted in 'Education context', to be classified as a Tech level qualification, the qualification in question must meet certain criteria. This includes:

- a minimum of 30% external assessment
- a minimum of 40% mandatory core content
- an element of synoptic assessment
- there is a single resit opportunity

The above share the minimum requirements set out by the Department for Education. NOCN meets these requirements by using three assessment components:

- externally set, externally marked written examination
- externally set, internally marked, externally quality assured synoptic assignment
- work experience workbook

### **Further information**

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that meet the full DfE criteria from 2018:

- these qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- the reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer-making, and decision-making strategies in relation to these qualifications.
- the reformed and interim reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- the dual running of the qualification may result in applicants declaring the incorrect version on their application. UCAS will be working to support applicants and advisers in this area.
- a larger mandatory core means HEPs that require certain levels of achievement in particular units, or ask for specific units to satisfy subject knowledge requirements, should familiarise themselves with the new content specifications to ensure these requirements are still valid. It should be noted that not all students will be able choose their optional units, and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer-making, and decision-making strategies.

Applicants holding reformed Tech level qualifications will have had experience of external and synoptic assessment.

[View DfE's technical guidance](#)

[View the qualification specification.](#)

NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)



## OCN NI Level 3 Certificate and Diploma in Information Technology Applications

### Qualification codes

[601/8844/3](#) (OCNNI Level 3 Diploma in Information Technology Applications)

[601/8657/4](#) (OCNNI Level 3 Certificate in Information Technology Applications)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or apprenticeship.

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These are work-related qualifications, designed to provide students with the more advanced IT skills required to function successfully in a work environment, and provide progression towards higher level qualifications. They are suitable for school and college students, and for adults who wish to acquire competency in IT skills and gain an accredited qualification.

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The Diploma is included on the Entitlement Framework for offer in schools in Northern Ireland. The Diploma meets the Department of Education NI requirements for approval for use in schools in Northern Ireland, and appears on the NIEFQAN file. The NIEFQAN file shows details of GCSE equivalences for Level 1 and Level 2 qualifications, and A level equivalences for qualifications at Level 3. These qualifications will also be used by colleges of further and higher education in Northern Ireland, courses of which are funded by the Department of Economy. Both qualifications appear on the register of regulated qualifications for offer in England.

### Grading

The qualifications are graded Pass or Fail.

### Assessment

The qualifications are internally assessed, internally verified, and subject to OCNNI's quality assurance processes. Units are achieved through internally set, internally verified evidence. External verification is carried out with centres to confirm the evaluation of risk and compliance, and to ensure the integrity of the qualifications.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.

- These qualifications may have been taken as part of a wider study programme or apprenticeship.
- If they are presented for admission to HE, it is likely to be in conjunction with other qualifications.

Applicants holding these qualifications will mainly be school or further and higher education college leavers.

Further information can be found at: [www.ocnni.org.uk/qualifications/ocn-ni-level-3-diploma-in-information-technology-applications/](http://www.ocnni.org.uk/qualifications/ocn-ni-level-3-diploma-in-information-technology-applications/).

## OCN NI Level 3 Diploma in the Theory of Holistic Health and Complementary Therapies and Certificate in Holistic Health and Complementary Therapies

### Qualification codes

[603/1794/2](#) (OCNNI Level 3 Diploma in the Theory of Holistic Health and Complementary Therapies)

[601/2776/4](#) (OCNNI Level 3 Certificate in Holistic Health and Complementary Therapies)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or apprenticeship.

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The qualifications have been designed to provide an understanding of how holistic health and complementary therapies contribute to an individual's health and wellbeing. Students will have an understanding of the requirements of practitioners in the areas of holistic health and complementary therapies.

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The qualifications will be used by colleges of further and higher education in Northern Ireland, for courses which are funded by the Department of Economy.

### Grading

The qualifications are graded Pass or Fail.

### Assessment

The qualifications are internally assessed, internally verified, and subject to OCNNI's quality assurance processes. Units are achieved through internally set, internally verified evidence. External verification is carried out with centres to confirm the evaluation of risk and compliance, and to ensure the integrity of the qualifications.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications:

- some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications
- these qualifications may have been taken as part of a wider study programme or apprenticeship

- if they are presented for admission to HE, it is likely to be in conjunction with other qualifications

Applicants holding these qualifications will mainly be further and higher education college leavers.

Link to specification for Diploma – [www.ocnni.org.uk/qualifications/ocn-ni-level-3-diploma-in-the-theory-of-holistic-health-and-complementary-therapies-60317942/](http://www.ocnni.org.uk/qualifications/ocn-ni-level-3-diploma-in-the-theory-of-holistic-health-and-complementary-therapies-60317942/).

Link to specification for Certificate – [www.ocnni.org.uk/qualifications/ocn-ni-level-3-certificate-in-holistic-health-and-complementary-therapies-60127764/](http://www.ocnni.org.uk/qualifications/ocn-ni-level-3-certificate-in-holistic-health-and-complementary-therapies-60127764/).

## OCN NI Level 3 qualifications in Youth Work

### Qualification codes

[601/6055/X](#) (Level 3 Diploma in Youth Work Practice)

[603/1440/0](#) (Level 3 Certificate in Youth Work Practice)

[601/2985/2](#) (Level 3 Award in Youth Work Practice (QCF))

[601/2987/6](#) (Level 3 Certificate in Outreach and Detached Youth Work (QCF))

[601/2988/8](#) (Level 3 Certificate in Youth Work Education and Training (QCF))

[601/2986/4](#) (Level 3 Certificate in Youth Work Management)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

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The OCN NI Level 3 suite of Youth Work qualifications have been designed to provide training pathways for specialist roles within the youth work sector.

These qualifications prepare students to lead work with young people in a range of youth work settings.

These qualifications sit within the suite of Youth Work qualifications already endorsed by the Youth Work Training Board. OCNNI has developed these qualifications in partnership with the Youth Work Training Board (YWTB), a sub-committee of the Youth Council for Northern Ireland (YCNI). YCNI functions as an advisory body to both the Department of Education and the Education Authority. The Youth Work Training Board is the vehicle by which this advice is gathered in terms of training both for the youth work workforce and young people.

### Grading

The qualifications are graded Pass or Fail.

### Assessment

The qualifications are internally assessed, internally verified and subject to OCNNI's quality assurance processes. Units are achieved through internally set, internally assessed and internally verified evidence. External verification is compulsory before achievement is confirmed.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.

- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
  - These qualifications may have been taken as part of a wider study programme or an apprenticeship.
  - If they are presented for admission to HE it is likely to be in conjunction with other qualifications.
- 

The first cohort of students will complete the Certificate in Youth Work Management in July 2016 and will be applying to higher education for entry from September 2016.

The first cohort of students will complete the Certificate in Youth Work Practice from August 2018.

The qualifications may be combined with other qualifications such as AS and A levels, BTECs etc.

Applicants holding the qualifications will mainly be further and higher education college leavers.

Some of these qualifications are no longer available to learners.

Further information is available on the Open College Network NI website:

OCNNI Level 3 Certificate in Youth Work Management and Diploma in Youth Work Practice - <https://www.ocnni.org.uk/media/2480/qualification-specification-level-3-youth-work-practice.pdf>

OCNNI Level 3 Certificate in Youth Work Practice - <https://www.ocnni.org.uk/media/2467/qualification-specification-l3-cert...>

## OCNLR Level 3 Award in Community Campaigning

### Qualification code

[601/8931/9](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The purpose of the OCNLR Level 3 Award in Community Campaigning is to help students engage and contribute to their community, take the initiative in bringing about positive change, and develop transferable skills in the process, especially relating to communication and leadership. Such skills may aid their continued study, for example in higher education, and/or help with employment related skills, whether in a related vocation or more generally.

The qualification was developed in collaboration with, and supported by, Friends of the Earth.

### Grading

The qualification and the units are not graded. They are achieved or not achieved.

### Assessment

The assessment method for this qualification is by portfolio of evidence.

The assessment process for the OCNLR Level 3 Award in Community Campaigning is as follows:

- The students are assessed through activities that are internally set by tutor assessors
- The activities must be designed to enable students to meet the assessment criteria of the unit
- The portfolios of assessed evidence are externally moderated by an OCN London External Moderator

Assessment activities are indicated on each unit. All the assessment criteria in a unit must be met before the unit is deemed achieved.

There is no additional external assessment for this qualification.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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This qualification provides students with the opportunity to engage in campaigning to bring about positive change in their community, and develop transferable skills for life and work, including leadership, building working relationships, planning, and evaluation. As such, students will be well placed to undertake further or higher study or employment (paid or voluntary) in related or unrelated areas.

First awards of the qualification will be in June 2017.

This is a small qualification and if presented for HE admissions this would have to be in conjunction with other qualifications.

[The qualification guide \(specification\) for the Level 3 Award in Community Campaigning](#)

Further details of OCN London qualifications can be found at: [www.ocnlondon.org.uk/qualifications.aspx](http://www.ocnlondon.org.uk/qualifications.aspx)



## OCR Cambridge Technicals Applied Generals (interim-reformed)

### Qualification codes

[600/6094/3](#) (OCR Level 3 Cambridge Technical Certificate in Art and Design (QCF) (180 GLH))

[600/4226/6](#) (OCR Level 3 Cambridge Technical Certificate in Business (QCF) (180 GLH))

[600/4228/X](#) (OCR Level 3 Cambridge Technical Certificate in IT (QCF) (180 GLH))

[601/0111/8](#) (OCR Level 3 Cambridge Technical Certificate in Performing Arts (QCF) (180 GLH))

[600/6140/6](#) (OCR Level 3 Cambridge Technical Certificate in Sport (QCF) (180 GLH))

[600/4608/9](#) (OCR Level 3 Cambridge Technical Introductory Diploma in Business (QCF) (360 GLH))

[600/4612/0](#) (OCR Level 3 Cambridge Technical Introductory Diploma in Health and Social Care (QCF) (360 GLH))

[600/4623/5](#) (OCR Level 3 Cambridge Technical Introductory Diploma in IT (QCF) (360 GLH))

[601/0249/4](#) (OCR Level 3 Cambridge Technical Introductory Diploma in Performing Arts (QCF) (360 GLH))

[600/6143/1](#) (OCR Level 3 Cambridge Technical Introductory Diploma in Sport (QCF) (360 GLH))

[600/4235/7](#) (OCR Level 3 Cambridge Technical Subsidiary Diploma in Business (QCF) (540 GLH))

[600/4236/9](#) (OCR Level 3 Cambridge Technical Subsidiary Diploma in Health and Social Care (QCF) (540 GLH))

[601/0250/0](#) (OCR Level 3 Cambridge Technical Subsidiary Diploma in Performing Arts (QCF) (540 GLH))

[600/6142/X](#) (OCR Level 3 Cambridge Technical Subsidiary Diploma in Sport (QCF) (540 GLH))

[600/4229/1](#) (OCR Level 3 Cambridge Technical Diploma in Business (QCF) (720 GLH))

[600/4230/8](#) (OCR Level 3 Cambridge Technical Diploma in Health and Social Care (QCF) (720 GLH))

[601/0247/0](#) (OCR Level 3 Cambridge Technical Diploma in Performing Arts (QCF) (720 GLH))

[600/6141/8](#) (OCR Level 3 Cambridge Technical Diploma in Sport (QCF) (720 GLH))

[600/4232/1](#) (OCR Level 3 Cambridge Technical Extended Diploma in Business (QCF) (1080 GLH))

[601/0248/2](#) (OCR Level 3 Cambridge Technical Extended Diploma in Performing Arts (QCF) (1080 GLH))

[600/6144/3](#) (OCR Level 3 Cambridge Technical Extended Diploma in Sport (QCF) (1080 GLH))

### Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

## Grading

The overall qualifications are graded as follows:

- **Certificate:** P, M, D, D\*
- **Introductory Diploma:** P, M, D, D\*
- **Subsidiary Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Extended Diploma:** PPP, MPP, MMP, MMM, DMM, DDM, DDD, D\*DD, D\*D\*D, D\*D\*D\*

Individual units are graded P, M, D. The grades for each unit attract points, which are added together to identify the final overarching qualification grade.

## Assessment

All units are centre-assessed and externally moderated by OCR. Assessment of units is by centre-set assignments. Assessment of all units can take place at a time to suit students and centres. There are no timetabled exams required.

Tutors and assessors may draw on real work-based opportunities for the content of each assessment.

## Further information

The first cohort of students with Cambridge Technicals completed their qualifications in June / July 2014, and will have applied to higher education for September 2014 entry.

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

Applicants holding unreformed Applied General qualifications may not have had experience of external or synoptic assessment.

The popularity of Applied Generals has risen over recent years. The entry rate for the combined BTEC only and A level and BTEC groups was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that do not meet the full DfE criteria from 2018:

- The fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the fully-reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up-to-date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

[View DfE's technical guidance](#)

[Read the qualification specifications on the OCR website](#)

## OCR Cambridge Technicals Applied Generals (reformed)

### Qualification codes

[601/7698/2](#) (OCR Level 3 Cambridge Technical Certificate in Business (180 GLH))

[601/7258/7](#) (OCR Level 3 Cambridge Technical Certificate in Digital Media (180 GLH))

[601/4593/6](#) (OCR Level 3 Cambridge Technical Certificate in Engineering Principles (180 GLH))

[601/7059/1](#) (OCR Level 3 Cambridge Technical Certificate in Health and Social Care (180 GLH))

[601/7097/9](#) (OCR Level 3 Cambridge Technical Certificate in IT (180 GLH))

[603/0394/3](#) (OCR Level 3 Cambridge Technical Certificate in Laboratory Skills (180 GLH))

[601/7684/2](#) (OCR Level 3 Cambridge Technical Certificate in Performing Arts (180 GLH))

[601/7093/1](#) (OCR Level 3 Cambridge Technical Certificate in Sport and Physical Activity (180 GLH))

[601/7699/4](#) (OCR Level 3 Cambridge Technical Extended Certificate in Business (360 GLH))

[601/7259/9](#) (OCR Level 3 Cambridge Technical Extended Certificate in Digital Media (360 GLH))

[601/4594/8](#) (OCR Level 3 Cambridge Technical Extended Certificate in Engineering (360 GLH))

[601/7060/8](#) (OCR Level 3 Cambridge Technical Extended Certificate in Health and Social Care (360 GLH))

[601/7098/0](#) (OCR Level 3 Cambridge Technical Extended Certificate in IT (360 GLH))

[601/7458/4](#) (OCR Level 3 Cambridge Technical Extended Certificate in Laboratory Skills (360 GLH))

[601/7685/4](#) (OCR Level 3 Cambridge Technical Extended Certificate in Performing Arts (360 GLH))

[601/7094/3](#) (OCR Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity (360 GLH))

[601/7700/7](#) (OCR Level 3 Cambridge Technical Foundation Diploma in Business (540 GLH))

[601/7061/X](#) (OCR Level 3 Cambridge Technical Foundation Diploma in Health and Social Care (540 GLH))

[601/7460/2](#) (OCR Level 3 Cambridge Technical Foundation Diploma in Laboratory Skills (540 GLH))

[601/7686/6](#) (OCR Level 3 Cambridge Technical Foundation Diploma in Performing Arts (540 GLH))

[601/7701/9](#) (OCR Level 3 Cambridge Technical Diploma in Business (720 GLH))

[601/7062/1](#) (OCR Level 3 Cambridge Technical Diploma in Health and Social Care (720 GLH))

[601/7461/4](#) (OCR Level 3 Cambridge Technical Diploma in Laboratory Skills (720 GLH))

[603/0299/9](#) (OCR Level 3 Cambridge Technical Extended Diploma in Business (1080 GLH))

[603/0381/5](#) (OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care (1080 GLH))

[600/4233/3](#) (OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care (QCF) (1080 GLH))

[603/0695/6](#) (OCR Level 3 Cambridge Technical Extended Diploma in Laboratory Skills (1080 GLH))

## Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

## Grading

The overall qualifications are graded as follows:

- **Certificate:** P, M, D, D\*
- **Extended Certificate:** P, M, D, D\*
- **Foundation Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Extended Diploma:** PPP, MPP, MMP, MMM, DMM, DDM, DDD, D\*DD, D\*D\*D, D\*D\*D\*

Individual units are graded P, M, D. The grades for each unit attract points, which are added together to identify the final overarching qualification grade.

## Assessment

As noted in Education Context, to be classified as an Applied General qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 40% external assessment
- A minimum of 60% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

Units are either centrally assessed and externally moderated by OCR, or externally assessed.

However, the application of this may differ by awarding body, therefore if you require full assessment detail you should review the specification of the individual qualification you are interested in.

## Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

The popularity of Applied Generals has risen over recent years. The entry rate for applicants holding at least one BTEC (either alone or in combination with A levels) was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- The fully-reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- Fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able to choose their optional units as they may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

[View DfE's technical guidance](#)

[View the qualification specifications](#)

## OCR Cambridge Technicals Tech levels (interim-reformed)

### Qualification codes

[600/6095/5](#) (OCR Level 3 Cambridge Technical Introductory Diploma in Art and Design (QCF) (360 GLH))

[600/6176/5](#) (OCR Level 3 Cambridge Technical Introductory Diploma in Media (QCF) (360 GLH))

[600/6096/7](#) (OCR Level 3 Cambridge Technical Subsidiary Diploma in Art and Design (QCF) (540 GLH))

[600/4237/0](#) (OCR Level 3 Cambridge Technical Subsidiary Diploma in IT (QCF) (540 GLH))

[600/6100/5](#) (OCR Level 3 Cambridge Technical Subsidiary Diploma in Media (QCF) (540 GLH))

[600/6151/0](#) (OCR Level 3 Cambridge Technical Diploma in Art and Design (QCF) (720 GLH))

[600/4231/X](#) (OCR Level 3 Cambridge Technical Diploma in IT (QCF) (720 GLH))

[600/6197/2](#) (OCR Level 3 Cambridge Technical Diploma in Media (QCF) (720 GLH))

[600/6150/9](#) (OCR Level 3 Cambridge Technical Extended Diploma in Art and Design (QCF) (1080 GLH))

[600/4234/5](#) (OCR Level 3 Cambridge Technical Extended Diploma in IT (QCF) (1080 GLH))

[600/6177/7](#) (OCR Level 3 Cambridge Technical Extended Diploma in Media (QCF) (1080 GLH))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (Level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

The overall qualifications are graded as follows:

- **Introductory Diploma:** P, M, D, D\*
- **Subsidiary Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*

- **Extended Diploma:** PPP, MPP, MMP, MMM, DMM, DDM, DDD, D\*DD, D\*D\*D, D\*D\*D\*

Individual units are graded P, M, D. The grades for each unit attract points, which are added together to identify the final overarching qualification grade.

## Assessment

All units are centre-assessed and externally moderated by OCR. Assessment of units is by centre-set assignments. Assessment of all units can take place at a time to suit students and centres. There are no timetabled exams required.

Tutors and assessors may draw on real work-based opportunities for the content of each assessment.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

[Read the qualification specifications on the OCR website](#)





## OCR Cambridge Technicals Tech levels (reformed)

### Qualification codes

[601/7099/2](#) (OCR Level 3 Cambridge Technical Introductory Diploma in IT (360 GLH))

[601/7260/5](#) (OCR Level 3 Cambridge Technical Foundation Diploma in Digital Media (540 GLH))

[601/4600/X](#) (OCR Level 3 Cambridge Technical Foundation Diploma in Engineering (540 GLH))

[601/7100/5](#) (OCR Level 3 Cambridge Technical Foundation Diploma in IT (540 GLH))

[601/7095/5](#) (OCR Level 3 Cambridge Technical Foundation Diploma in Sport and Physical Activity (540 GLH))

[601/7261/7](#) (OCR Level 3 Cambridge Technical Diploma in Digital Media (720 GLH))

[601/4599/7](#) (OCR Level 3 Cambridge Technical Diploma in Engineering (720 GLH))

[601/7101/7](#) (OCR Level 3 Cambridge Technical Diploma in IT (720 GLH))

[601/7096/7](#) (OCR Level 3 Cambridge Technical Diploma in Sport and Physical Activity (720 GLH))

[603/0318/9](#) (OCR Level 3 Cambridge Technical Extended Diploma in Digital Media (1080 GLH))

[603/0322/0](#) (OCR Level 3 Cambridge Technical Extended Diploma in Engineering (1080 GLH))

[603/0309/8](#) (OCR Level 3 Cambridge Technical Extended Diploma in IT (1080 GLH))

[603/0405/4](#) (OCR Level 3 Cambridge Technical Extended Diploma in Sport and Physical Activity (1080 GLH))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

The overall qualifications are graded as follows:

- **Introductory Diploma:** P, M, D, D\*

- **Foundation Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Extended Diploma:** PPP, MPP, MMP, MMM, DMM, DDM, DDD, D\*DD, D\*D\*D, D\*D\*D\*

Individual units are graded P, M, D. The grades for each unit attract points, which are added together to identify the final overarching qualification grade.

## Assessment

As noted in Education Context, to be classified as a Tech level qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

Units are either centrally assessed and externally moderated by OCR, or externally assessed.

However, the application of this may differ by awarding organisation, therefore if providers require full assessment detail they should review the specification of the individual qualification they are interested in.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.

- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

Applicants holding reformed Tech level qualifications will have had experience of external and synoptic assessment.

Tech level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

[View DfE's technical guidance](#)

[View the qualification specifications](#)

## OCR Tech levels (interim-reformed)

### Qualification codes

[500/6485/X](#) (OCR Level 3 Diploma in Administration – Business Professional)

[500/2400/0](#) (OCR Level 3 Principal Learning in Engineering)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (Level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

The Level 3 Diploma in Administration is graded Pass, Fail.

The Level 3 Principal Learning is graded A\* – E.

### Assessment

The qualifications contain units which are internally assessed and externally moderated by OCR.

The qualifications also contain units assessed by OCR through external examination. In the Diploma for Administration the optional text processing units are assessed by external examination. In Principal Learning for Engineering, two of the nine mandatory units are assessed by external examination.

For specific unit information, you should review the specification of the individual qualification you are interested in on the OCR website

### Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

[OCR website for Diploma in Administration](#)

[OCR website for Principal Learning in Engineering](#)

## Pearson BTEC HN Flex

### Purpose

Pearson BTEC HN Flex can be delivered via the complete suite of Pearson BTEC RQF Higher National qualifications.

HN Flex units (modules) are selected from the Ofqual regulated (Regulated Qualification Framework (RQF)), suite of over 40 Pearson BTEC Higher National qualifications. With a progression opportunity to a Higher National Certificate (HNC) or Higher National Diploma (HND) qualification, on successful completion of the HN Flex units studied.

Benefits of studying HN Flex:

- Gain knowledge, skills and behaviours in a more efficient and bite-sized way, without having to enrol on a full Level 4 or Level 5 qualification.
- “Stack” HN Flex units (modules) towards further Level 4 or Level 5 study in the future.
- Upskill/reskill to gain employer focused skills and enhance employment opportunities.
- Achieve, enhanced professional competency and provision of Continuing Professional Development (CPD) via recognised qualification content.

### Grading

Assignments can be graded at ‘Pass’ (P), ‘Merit’ (M) and ‘Distinction’ (D) depending on the quality of the student’s work.

This grade is based on the highest level the student is judged to have met for all the criteria.

To achieve a pass, a student must have met all the pass criteria for the Learning Outcomes, demonstrating that they have covered the unit content. A student must meet all of the pass criteria. If they do not, their grade should be reported as ‘unclassified’.

To achieve a merit, a student must have met all the merit criteria (and the pass criteria) through high performance in each Learning Outcome.

To achieve a distinction, a student must have met all the distinction criteria (and the pass and merit criteria), demonstrating outstanding performance across the whole unit.

### Assessment

Pearson BTEC Higher Nationals and HN Flex units (modules) are assessed via centre-developed internal assignments that are set and assessed by centres.

### Further information

It is important to note:

By studying up to 4 HN Flex units will not result in a qualification being awarded.

Students are awarded a Certificate of Unit Achievement on successful completion of HN Flex units (modules), which details the unit(s) studied, number of credits and level.

Only if a student progresses to a Pearson BTEC Higher National Certificate (HNC) or Pearson BTEC Higher National Diploma (HND) can a qualification be awarded.



## Pearson BTEC Level 3 Advanced Manufacturing Engineering qualifications

### Qualification codes

[601/9054/1](#) (Pearson BTEC Level 3 Diploma in Advanced Manufacturing Engineering (Development Technical Knowledge))

[601/9060/7](#) (Pearson BTEC Level 3 Extended Diploma in Advanced Manufacturing Engineering (Development Technical Knowledge))

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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These qualifications were designed to meet the requirements of an engineering apprenticeship and also to prepare students for progression to a range of higher education programmes. Either of the qualifications may be used to meet a mandatory requirement in the Automotive Trailblazer: Level 3 Apprenticeship Mechatronics Standard.

### Grading

The units are all graded Pass/Merit/Distinction.

All of the qualifications are graded Pass/Merit/Distinction.

To calculate the qualification grade, the unit grades are converted into points according to their size. Almost all of the units have 60 GLH.

Grade	60 GLH unit
U	0
Pass	6
Merit	10
Distinction	16

The points are added up across the qualification and the qualification grades are determined as follows:

Grade	Points threshold for Diploma (720 GLH)	Points threshold for Extended Diploma (1080 GLH)
Distinction	144	216
Merit	104	156
Pass	72	108
U	0	0

The qualifications were developed for first teaching in 2016.

## Assessment

The qualifications have 100% internal assessment. This is quality assured through external standards verification, comprising visits and remote sampling of the marking of assignments.

There are no units designated as synoptic units but some units are synoptic in practice, e.g. Unit 4 'Engineering Project'. Also, some units build on others, e.g. Unit 14 'Advanced Mechanical Principles and Applications' builds on the content of Unit 8 'Mechanical Principles of Engineering Systems'.

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- These qualifications are 720 and 1080 GLH. If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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Engineering employers and professional bodies were involved in the development of the qualifications, thereby helping to ensure that the qualifications will prepare students for progression to employment or Higher Education.

Some students take the qualifications as part of an apprenticeship. Some take them as their main learning aim in a 16-18 full time programme and may progress into a technician role.

Some of the units in the qualifications were developed from the QCF BTEC Nationals in Engineering. Some of the units have been taken from the RQF BTEC Nationals in Engineering, including 'Calculus to Solve Engineering Problems', 'Further Engineering Mathematics' and four aeronautical engineering units. The qualifications will therefore prepare students for progression to HNCs, HNDs, foundation degrees, bachelor degrees and degree apprenticeships in engineering and engineering-related subjects.

The following is a link to the [specifications for the BTEC Diploma and Extended Diploma in Advanced Manufacturing Engineering](#).

## Pearson BTEC Level 3 Certificate in Understanding Sports Performance

### Qualification code

[601/3793/9](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This qualification complements other Level 3 programmes, particularly those with a sports focus.

This qualification reflects the skills, knowledge, and performance criteria required in elite level sport, and is designed to measure the athlete's abilities in planning, applying, and evaluating their development in the appropriate technical, tactical, physical, and psychological aspects of their sport. The qualification develops a range of techniques, personal skills, and attributes essential for successful performance in working life, and also addresses wider issues such as lifestyle, career development, communication, and health and safety.

### Grading

Pass only.

### Assessment

All units are internally assessed through assignments. The assessments are quality assured through external verification.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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This qualification should be presented for HE admission in conjunction with other qualifications.

The qualification will not have given students experience of external or synoptic assessment.

[Find out more about this qualification.](#)

## Pearson BTEC Level 3 Diploma in Sporting Excellence

### Qualification code

[603/3338/8](#) (Pearson BTEC Level 3 Diploma in Sporting Excellence)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The Pearson BTEC Level 3 Diploma in Sporting Excellence is aimed at talented sports performers who are enrolled by a national governing body (NGB) on a Talent Pathway (a training and competition programme in order to compete at the highest level). This qualification is for performers in the sports where performers are not paid while they are on their Talent Pathways. The purpose of the qualification is to confirm competence in the elite sports arena, specifically the training environment of the student's chosen sport, for both the practical and theoretical elements. It is underpinned by a range of competency-based evidence. This purpose can be met only through active involvement in elite sport. This qualification therefore meets the needs of those elite young athletes who have the potential to achieve excellence in their sport and who are looking to perform, as their main career goal, at the highest level.

### Grading

The qualification and the units are graded pass/fail.

To achieve a pass on the qualification, students must pass all of the 19 units.

### Assessment

There is 100% internal assessment. This is quality assured through external standards verification, comprising visits and remote sampling of the marking of assessments.

Where learning outcomes relate to knowledge and understanding, assignments, case studies or projects will be the main methods of assessment.

Where learning outcomes relate to performance, observation by the assessor will be the most valid approach to assessment.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.

- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- This qualification is 780 GLH. If it is presented for admission to HE it is likely to be in conjunction with other qualifications.

This qualification is a direct replacement for the Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sport and the Pearson BTEC Level 3 Certificate in Understanding Sports Performance.

The following is a link to the specification for the [Pearson BTEC Level 3 Diploma in Sporting Excellence](#).

## Pearson BTEC Level 3 Diplomas Applied Generals (interim-reformed)

### Qualification codes

[500/7313/8](#) (Pearson BTEC Level 3 Diploma in Retail Knowledge (QCF))

[600/4083/X](#) (Pearson BTEC Level 3 Diploma in Sports Development (QCF))

### Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

### Grading

The units are pass only. All units must be passed to achieve a pass in this qualification.

### Assessment

#### Pearson BTEC Level 3 Diploma in Retail Knowledge (QCF)

Assessment in this qualification is partly through externally set, on-screen multiple choice tests and partly through internally assessed assignments and tasks. Units 26-33 are externally assessed. Units 10-25 and 34-43 are internally assessed.

#### Pearson BTEC Level 3 Diploma in Sports Development (QCF)

All units in this qualification are internally assessed through assignments and tasks.

Internally-assessed units are quality assured through external verification.

### Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

Applicants holding interim-reformed Applied General qualifications may not have had experience of external or synoptic assessment.

The popularity of Applied Generals has risen over recent years. The entry rate for the combined BTEC only and A level and BTEC groups was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that **do not** meet the full DfE criteria from 2018:

- The fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to



consider their approach to setting and listing entry requirements for the specific qualifications.

- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the fully-reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

[View DfE's technical guidance](#)

[Visit the Pearson website for more information about the BTEC Level 3 Diploma in Retail Knowledge \(QCF\)](#)

[Visit the Pearson website for more information about the BTEC Level 3 Diploma in Sports Development \(QCF\)](#)

## Pearson BTEC Level 3 Diplomas Tech levels (interim-reformed)

### Qualification codes

[600/9739/5](#) (Pearson BTEC Level 3 Diploma in Principles of Bus and Coach Engineering and Maintenance (Body) (QCF))

[600/9741/3](#) (Pearson BTEC Level 3 Diploma in Principles of Bus and Coach Engineering and Maintenance (Mechanical/Electrical) (QCF))

[600/9742/5](#) (Pearson BTEC Level 3 Diploma in Principles of Bus and Coach Engineering and Maintenance (Mechanical) (QCF))

[501/0193/6](#) (Pearson BTEC Level 3 Diploma in in Light Vehicle Maintenance and Repair Principles (QCF))

[600/2244/9](#) (Pearson BTEC Level 3 Diploma in Food and Beverage Service Supervision (QCF))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (Level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

The units are Pass only.

All units must be passed to achieve a Pass on the qualification.

### Assessment

All units are internally assessed through assignments and tasks.

Assessments are quality assured through external verification.

### Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

[Pearson BTEC Level 3 Diploma in Principles of Bus and Coach Engineering and Maintenance qualifications](#)

[Pearson BTEC Level 3 Diploma in in Light Vehicle Maintenance and Repair Principles.](#)

[Pearson BTEC Level 3 Diploma in Food and Beverage Service Supervision.](#)

## Pearson BTEC Level 3 Technical Levels – Tech levels (reformed)

### Qualification codes

[603/1206/3](#) (Pearson BTEC Level 3 Technical Level in Food and Beverage Service Supervision)

[603/1208/7](#) (Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Chef de Partie))

[603/1207/5](#) (Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Kitchen and Larder))

[603/1209/9](#) (Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs (Patisserie and Confectionery))

### Purpose

The Department for Education (DfE) describes Tech level qualifications as follows:

Tech levels are rigorous advanced (Level 3) technical qualifications on a par with A levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level, or where a Level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting, or professional cookery, or progress to a higher level qualification. In some cases, a Tech level qualification is a ‘licence to practise’, or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

### Grading

All units are assessed using a grading scale of Distinction, Merit, Pass.

Students must pass all units to achieve the qualification. Unit grades receive points proportionate to the GLH for the unit. The qualification grade is determined by aggregating the points for all units.

The qualification grading scale is as follows:

Grade
DD
MD
MM

## Grade

PM

PP

The first awards for this qualification will be in 2018.

### Assessment

As noted in 'Education context', to be classified as a Tech level qualification, the qualification in question must meet certain criteria. This includes:

- a minimum of 30% external assessment
- a minimum of 40% mandatory core content
- an element of synoptic assessment
- there is a single resit opportunity

The above are the minimum requirements set out by the Department for Education.

In these qualifications, there is 100% mandatory content, and the percentages of external/internal/synoptic assessment are as follows:

Chef de Partie:

- 35% external assessment
- 65% internal assessment
- 12% synoptic assessment (through an internally assessed unit specific to the specialism)

Patisserie and confectionery:

- 41% external assessment
- 59% internal assessment
- 10% synoptic assessment (through an internally assessed unit specific to the specialism)

Kitchen and Larder:

- 48% external assessment
- 52% internal assessment
- 12% synoptic assessment (through an internally assessed unit specific to the specialism)

Food and Beverage Service Supervision:

- 50% external assessment
- 50% internal assessment
- 17% synoptic assessment (through an internally assessed unit specific to the specialism)

External assessment is through 75-minute, 60-mark onscreen tests with a range of different question types. These are on demand from January 2018.

Internal assessment is through assignments set and marked by the provider. Colleges may set their own assignments but these are approved by the standards verifier. Pearson provides suggestions in each unit for setting assignments. The assessments are subject to external standards verification by Pearson.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer-making, and decision-making strategies in relation to these qualifications.
- The reformed and interim reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version on their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means HEPs that require certain levels of achievement in particular units, or ask for specific units to satisfy subject knowledge requirements, should familiarise themselves with the new content specifications to ensure these requirements are still valid. It should be noted that not all students will be able to choose their optional units, and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer-making, and decision-making strategies.

Applicants holding reformed Tech level qualifications will have had experience of external and synoptic assessment.

Tech level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

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Students wishing to apply to HE would need to take this qualification alongside other Level 3 qualifications, which would normally be other vocational qualifications in hospitality but which could be A levels. It could also be taken alongside an advanced apprenticeship in hospitality, supervision and leadership.

This qualification would benefit progression to HE programmes in hospitality or hospitality management. It will also develop leadership and employability skills, and so aid progression to employment.

The first applicants with this qualification could be applying for HE courses starting in autumn 2018.

[View DfE's technical guidance](#)

View the specifications for:

- [Pearson BTEC Level 3 Technical Level in Food and Beverage Service Supervision](#)
- [Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs \(Chef de Partie\)](#)
- [Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs \(Kitchen and Larder\)](#)
- [Pearson BTEC Level 3 Technical Level in Professional Cookery for Professional Chefs \(Patisserie and Confectionery\)](#)

The letters of support from employers cover all four qualifications. They may be accessed on the Pearson web page for each of the qualifications. View the posting on the Food and Beverage Service Supervision page:

[www.qualifications.pearson.com/en/qualifications/btec-specialist-and-pr...](http://www.qualifications.pearson.com/en/qualifications/btec-specialist-and-pr...)

## Pearson BTEC National (QCF) Applied Generals (interim-reformed)

### Qualification codes

[500/8237/1](#) (Pearson BTEC Level 3 Certificate in Agriculture (QCF) (180 GLH) \* - qualifications marked with \* are not interim reformed)

[500/8380/6](#) (Pearson BTEC Level 3 Certificate in Animal Management (QCF) (180 GLH) \*)

[600/6413/4](#) (Pearson BTEC Level 3 Certificate in Aviation Operations (QCF) (180 GLH) \*)

[501/1217/X](#) (Pearson BTEC Level 3 Certificate in Blacksmithing and Metalworking (QCF) (180 GLH) \*)

[500/8263/2](#) (Pearson BTEC Level 3 Certificate in Countryside Management (QCF) (180 GLH) \*)

[500/7845/8](#) (Pearson BTEC Level 3 Certificate in Creative Media Production (QCF) (180 GLH) \*)

[500/8286/3](#) (Pearson BTEC Level 3 Certificate in Fish Management (QCF) (180 GLH) \*)

[501/0344/1](#) (Pearson BTEC Level 3 Certificate in Floristry (QCF) (180 GLH) \*)

[500/9450/6](#) (Pearson BTEC Level 3 Certificate in Forestry and Arboriculture (QCF) (180 GLH) \*)

[500/9316/2](#) (Pearson BTEC Level 3 Certificate in Health and Social Care (QCF) (180 GLH) \*)

[500/9433/6](#) (Pearson BTEC Level 3 Certificate in Horse Management (QCF) (180 GLH) \*)

[500/8350/8](#) (Pearson BTEC Level 3 Certificate in Horticulture (QCF) (180 GLH) \*)

[500/8195/0](#) (Pearson BTEC Level 3 Certificate in Hospitality (QCF) (180 GLH) \*)

[501/0300/3](#) (Pearson BTEC Level 3 Certificate in Land-based Technology (QCF) (180 GLH) \*)

[500/7870/7](#) (Pearson BTEC Level 3 Certificate in Music Technology (QCF) (180 GLH) \*)

[500/7102/6](#) (Pearson BTEC Level 3 Certificate in Production Arts (QCF) (180 GLH) \*)

[500/7840/9](#) (Pearson BTEC Level 3 Certificate in Public Services (QCF) (180 GLH) \*)

[500/8197/4](#) (Pearson BTEC Level 3 Subsidiary Diploma in Hospitality (QCF) (360 GLH) \*)

[500/7872/0](#) (Pearson BTEC Level 3 Subsidiary Diploma in Music Technology (QCF) (360 GLH) \*)

[500/7862/8](#) (Pearson BTEC Level 3 Subsidiary Diploma in Public Services (QCF) (360 GLH) \*)

[601/1096/X](#) (Pearson BTEC Level 3 90-credit Diploma in Hospitality (QCF) (540 GLH) \*)

[600/6683/0](#) (Pearson BTEC Level 3 90-credit Diploma in Music Technology (QCF) (540 GLH) \*)

[600/3891/3](#) (Pearson BTEC Level 3 90-credit Diploma in Public Services (QCF) (540 GLH) \*)

[500/8196/2](#) (Pearson BTEC Level 3 Diploma in Hospitality (QCF) (720 GLH) \*)

[500/9939/5](#) (Pearson BTEC Level 3 Diploma in Pharmaceutical Science (QCF) (720 GLH) \*)

[500/7867/7](#) (Pearson BTEC Level 3 Diploma in Public Services (QCF) (720 GLH) \*)



[500/7801/X](#) (Pearson BTEC Level 3 Extended Diploma in Public Services (QCF) (1080 GLH) \*)

[500/7713/2](#) (Pearson BTEC Level 3 Certificate in Applied Law (QCF) (180 GLH))

[500/6726/6](#) (Pearson BTEC Level 3 Certificate in Applied Science (QCF) (180 GLH))

[500/7333/3](#) (Pearson BTEC Level 3 Certificate in Art and Design (QCF) (180 GLH))

[500/6748/5](#) (Pearson BTEC Level 3 Certificate in Business (QCF) (180 GLH))

[500/7138/5](#) (Pearson BTEC Level 3 Certificate in Construction and the Built Environment (QCF) (180 GLH))

[500/8156/1](#) (Pearson BTEC Level 3 Certificate in Engineering (QCF) (180 GLH))

[600/0319/4](#) (Pearson BTEC Level 3 Certificate in Environmental Sustainability (QCF) (180 GLH))

[500/9148/7](#) (Pearson BTEC Level 3 Certificate in IT (QCF) (180 GLH))

[500/7718/1](#) (Pearson BTEC Level 3 Certificate in Music (QCF) (180 GLH))

[500/6920/2](#) (Pearson BTEC Level 3 Certificate in Performing Arts (QCF) (180 GLH))

[500/7714/4](#) (Pearson BTEC Level 3 Certificate in Personal and Business Finance (QCF) (180 GLH))

[500/6753/9](#) (Pearson BTEC Level 3 Certificate in Sport (QCF) (180 GLH))

[500/6679/1](#) (Pearson BTEC Level 3 Certificate in Sport and Exercise Sciences (QCF) (180 GLH))

[500/9787/8](#) (Pearson BTEC Level 3 Certificate in Travel and Tourism (QCF) (180 GLH))

[500/6725/4](#) (Pearson BTEC Level 3 Subsidiary Diploma in Applied Science (QCF) (360 GLH))

[500/7144/0](#) (Pearson BTEC Level 3 Subsidiary Diploma in Art and Design (QCF) (360 GLH))

[500/6750/3](#) (Pearson BTEC Level 3 Subsidiary Diploma in Business (QCF) (360 GLH))

[600/0321/2](#) (Pearson BTEC Level 3 Subsidiary Diploma in Environmental Sustainability (QCF) (360 GLH))

[500/9317/4](#) (Pearson BTEC Level 3 Subsidiary Diploma in Health and Social Care (QCF) (360 GLH))

[500/9147/5](#) (Pearson BTEC Level 3 Subsidiary Diploma in IT (QCF) (360 GLH))

[500/7844/6](#) (Pearson BTEC Level 3 Subsidiary Diploma in Music (QCF) (360 GLH))

[500/6919/6](#) (Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (QCF) (360 GLH))

[500/7712/0](#) (Pearson BTEC Level 3 Subsidiary Diploma in Personal and Business Finance (QCF) (360 GLH))

[500/6751/5](#) (Pearson BTEC Level 3 Subsidiary Diploma in Sport (QCF) (360 GLH))

[500/6765/5](#) (Pearson BTEC Level 3 Subsidiary Diploma in Sport and Exercise Sciences (QCF) (360 GLH))

- [500/6245/1](#) (Pearson BTEC Level 3 Subsidiary Diploma in Understanding Enterprise and Entrepreneurship (QCF) (360 GLH))
- [600/5849/3](#) (Pearson BTEC Level 3 90-credit Diploma in Applied Science (QCF) (540 GLH))
- [600/3889/5](#) (Pearson BTEC Level 3 90-credit Diploma in Business (QCF) (540 GLH))
- [601/0501/X](#) (Pearson BTEC Level 3 90-credit Diploma in Enterprise and Entrepreneurship (QCF) (540 GLH))
- [600/6178/9](#) (Pearson BTEC Level 3 90-credit Diploma in Health and Social Care (QCF) (540 GLH))
- [600/3887/1](#) (Pearson BTEC Level 3 90-credit Diploma in IT (QCF) (540 GLH))
- [600/6682/9](#) (Pearson BTEC Level 3 90-credit Diploma in Music (QCF) (540 GLH))
- [600/3953/X](#) (Pearson BTEC Level 3 90-credit Diploma in Performing Arts (QCF) (540 GLH))
- [600/3931/0](#) (Pearson BTEC Level 3 90-credit Diploma in Sport (QCF) (540 GLH))
- [600/3930/9](#) (Pearson BTEC Level 3 90-credit Diploma in Sport and Exercise Sciences (QCF) (540 GLH))
- [500/6673/0](#) (Pearson BTEC Level 3 Diploma in Applied Science (QCF) (720 GLH))
- [500/6747/3](#) (Pearson BTEC Level 3 Diploma in Business (QCF) (720 GLH))
- [500/6246/3](#) (Pearson BTEC Level 3 Diploma in Enterprise and Entrepreneurship (QCF) (720 GLH))
- [600/0324/8](#) (Pearson BTEC Level 3 Diploma in Environmental Sustainability (QCF) (720 GLH))
- [500/9465/8](#) (Pearson BTEC Level 3 Diploma in Health and Social Care (QCF) (720 GLH))
- [500/7871/9](#) (Pearson BTEC Level 3 Diploma in Music (QCF) (720 GLH))
- [500/6873/8](#) (Pearson BTEC Level 3 Diploma in Performing Arts (QCF) (720 GLH))
- [500/6755/2](#) (Pearson BTEC Level 3 Diploma in Sport (QCF) (720 GLH))
- [500/6766/7](#) (Pearson BTEC Level 3 Diploma in Sport and Exercise Sciences (QCF) (720 GLH))
- [500/6720/5](#) (Pearson BTEC Level 3 Extended Diploma in Applied Science (QCF) (1080 GLH))
- [500/6746/1](#) (Pearson BTEC Level 3 Extended Diploma in Business (QCF) (1080 GLH))
- [601/0502/1](#) (Pearson BTEC Level 3 Extended Diploma in Enterprise and Entrepreneurship (QCF) (1080 GLH))
- [600/0320/0](#) (Pearson BTEC Level 3 Extended Diploma in Environmental Sustainability (QCF) (1080 GLH))
- [500/9501/8](#) (Pearson BTEC Level 3 Extended Diploma in Health and Social Care (QCF) (1080 GLH))

[500/7717/X](#) (Pearson BTEC Level 3 Extended Diploma in Music (QCF) (1080 GLH))

[500/6872/6](#) (Pearson BTEC Level 3 Extended Diploma in Performing Arts (QCF) (1080 GLH))

[500/6764/3](#) (Pearson BTEC Level 3 Extended Diploma in Sport (QCF) (1080 GLH))

[500/6801/5](#) (Pearson BTEC Level 3 Extended Diploma in Sport and Exercise Sciences (QCF) (1080 GLH))

## Purpose

BTEC Nationals are vocational qualifications designed to develop skills, knowledge and understanding in a sector area as preparation for employment, higher education, higher apprenticeship or other training.

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

## Grading

The overall qualifications are graded as follows:

- **Certificate:** P, M, D, D\*
- **Subsidiary Diploma:** P, M, D, D\*
- **90-credit Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Extended Diploma:** PPP, MPP, MMP, MMM, DMM, DDM, DDD, D\*DD, D\*D\*D, D\*D\*D\*

**Note:** the D\* grade was first introduced in results issued for QCF qualifications in 2012 (and for CPLD in 2014).

Individual units are graded P, M, D. The grades for each unit attract points, which are added together to identify the final overarching qualification grade.

## Assessment

Providers wishing to run BTEC Nationals require approval from Pearson Education Ltd.

All units of QCF BTEC Nationals are internally assessed. They are contextualised using realistic, work-related scenarios, and may be provided by local employers. These units usually involve assignments, but may be exams. They may be in the form of:

- written reports/business proposals,

- presentations
- solving and explaining a mathematical problem
- reporting on the findings of a practical investigation

All assessment is criterion-referenced, based on the achievement of specified learning outcomes. Each unit in a qualification has specified assessment and grading criteria.

Assessment and grading are subject to external moderation. For more detailed assessment information, you should review the specification of the individual qualification you are interested in on the Pearson website.

[Visit the Pearson website](#)

## Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

Applicants holding interim-reformed Applied General qualifications may not have had experience of external or synoptic assessment.

The popularity of Applied Generals has risen over recent years. The entry rate for the combined BTEC only and A level and BTEC groups was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Pearson BTEC Level 3 Nationals qualifications that do not meet the full DfE criteria from 2018:

- The fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the fully-reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

[View DfE's technical guidance](#)

[Read the qualification specifications on the Pearson website](#)

## Pearson BTEC National (QCF) Tech Levels (interim-reformed)

### Qualification codes

[500/8242/5](#) (Pearson BTEC Level 3 Subsidiary Diploma in Agriculture (QCF) (360 GLH))

[500/8243/7](#) (Pearson BTEC Level 3 Subsidiary Diploma in Animal Management (QCF) (360 GLH))

[500/7719/3](#) (Pearson BTEC Level 3 Subsidiary Diploma in Applied Law (QCF) (360 GLH))

[501/1220/X](#) (Pearson BTEC Level 3 Subsidiary Diploma in Blacksmithing and Metalworking (QCF) (360 GLH))

[500/7140/3](#) (Pearson BTEC Level 3 Subsidiary Diploma in Construction and the Built Environment (QCF) (360 GLH))

[500/8262/0](#) (Pearson BTEC Level 3 Subsidiary Diploma in Countryside Management (QCF) (360 GLH))

[500/7842/2](#) (Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (QCF) (360 GLH))

[500/7841/0](#) (Pearson BTEC Level 3 Subsidiary Diploma in Engineering (QCF) (360 GLH))

[500/8352/1](#) (Pearson BTEC Level 3 Subsidiary Diploma in Fish Management (QCF) (360 GLH))

[501/0310/6](#) (Pearson BTEC Level 3 Subsidiary Diploma in Floristry (QCF) (360 GLH))

[500/9451/8](#) (Pearson BTEC Level 3 Subsidiary Diploma in Forestry and Arboriculture (QCF) (360 GLH))

[500/9432/4](#) (Pearson BTEC Level 3 Subsidiary Diploma in Horse Management (QCF) (360 GLH))

[500/8351/X](#) (Pearson BTEC Level 3 Subsidiary Diploma in Horticulture (QCF) (360 GLH))

[501/0314/3](#) (Pearson BTEC Level 3 Subsidiary Diploma in Land-based Technology (QCF) (360 GLH))

[500/7380/1](#) (Pearson BTEC Level 3 Subsidiary Diploma in Production Arts (QCF) (360 GLH))

[500/9863/9](#) (Pearson BTEC Level 3 Subsidiary Diploma in Travel and Tourism (QCF) (360 GLH))

[600/4344/1](#) (Pearson BTEC Level 3 Subsidiary Diploma in Vehicle Technology (QCF) (360 GLH))

[600/6438/9](#) (Pearson BTEC Level 3 Subsidiary Diploma in Aviation Operations (QCF) (383 GLH))

[601/1097/1](#) (Pearson BTEC Level 3 90-credit Diploma in Agriculture (QCF) (540 GLH))

[601/0563/X](#) (Pearson BTEC Level 3 90-credit Diploma in Animal Management (QCF) (540 GLH))

[600/3890/1](#) (Pearson BTEC Level 3 90-credit Diploma in Art and Design (QCF) (540 GLH))

[601/1095/8](#) (Pearson BTEC Level 3 90-credit Diploma in Construction and the Built Environment (QCF) (540 GLH))

- [601/1098/3](#) (Pearson BTEC Level 3 90-credit Diploma in Countryside Management (QCF) (540 GLH))
- [600/6445/6](#) (Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (QCF) (540 GLH))
- [600/3888/3](#) (Pearson BTEC Level 3 90-credit Diploma in Engineering (QCF) (540 GLH))
- [601/1099/5](#) (Pearson BTEC Level 3 90-credit Diploma in Forestry and Arboriculture (QCF) (540 GLH))
- [601/0564/1](#) (Pearson BTEC Level 3 90-credit Diploma in Horse Management (QCF) (540 GLH))
- [601/1100/8](#) (Pearson BTEC Level 3 90-credit Diploma in Horticulture (QCF) (540 GLH))
- [601/0565/3](#) (Pearson BTEC Level 3 90-credit Diploma in Land-based Technology (QCF) (540 GLH))
- [601/1094/6](#) (Pearson BTEC Level 3 90-credit Diploma in Production Arts (QCF) (540 GLH))
- [600/6539/4](#) (Pearson BTEC Level 3 90-credit Diploma in Travel and Tourism (QCF) (540 GLH))
- [600/6424/9](#) (Pearson BTEC Level 3 90-credit Diploma in Aviation Operations (QCF) (563 GLH))
- [500/7799/5](#) (Pearson BTEC Level 3 Diploma in Aeronautical Engineering (QCF) (720 GLH))
- [500/8240/1](#) (Pearson BTEC Level 3 Diploma in Agriculture (QCF) (720 GLH))
- [500/8311/9](#) (Pearson BTEC Level 3 Diploma in Animal Management (QCF) (720 GLH))
- [500/7298/5](#) (Pearson BTEC Level 3 Diploma in Art and Design (QCF) (720 GLH))
- [501/1219/3](#) (Pearson BTEC Level 3 Diploma in Blacksmithing and Metalworking (QCF) (720 GLH))
- [500/7137/3](#) (Pearson BTEC Level 3 Diploma in Construction and the Built Environment (QCF) (720 GLH))
- [500/8261/9](#) (Pearson BTEC Level 3 Diploma in Countryside Management (QCF) (720 GLH))
- [500/7888/4](#) (Pearson BTEC Level 3 Diploma in Creative Media Production (QCF) (720 GLH))
- [500/8098/2](#) (Pearson BTEC Level 3 Diploma in Electrical/Electronic Engineering (QCF) (720 GLH))
- [500/8154/8](#) (Pearson BTEC Level 3 Diploma in Engineering (QCF) (720 GLH))
- [500/8353/3](#) (Pearson BTEC Level 3 Diploma in Fish Management (QCF) (720 GLH))
- [501/0345/3](#) (Pearson BTEC Level 3 Diploma in Floristry (QCF) (720 GLH))
- [500/9449/X](#) (Pearson BTEC Level 3 Diploma in Forestry and Arboriculture (QCF) (720 GLH))
- [500/9431/2](#) (Pearson BTEC Level 3 Diploma in Horse Management (QCF) (720 GLH))
- [500/8336/3](#) (Pearson BTEC Level 3 Diploma in Horticulture (QCF) (720 GLH))



- [500/9150/5](#) (Pearson BTEC Level 3 Diploma in IT (QCF) (720 GLH))
- [501/0299/0](#) (Pearson BTEC Level 3 Diploma in Land-based Technology (QCF) (720 GLH))
- [500/7319/9](#) (Pearson BTEC Level 3 Diploma in Manufacturing Engineering (QCF) (720 GLH))
- [500/7283/3](#) (Pearson BTEC Level 3 Diploma in Mechanical Engineering (QCF) (720 GLH))
- [500/7837/9](#) (Pearson BTEC Level 3 Diploma in Music Technology (QCF) (720 GLH))
- [500/7315/1](#) (Pearson BTEC Level 3 Diploma in Operations and Maintenance Engineering (QCF) (720 GLH))
- [500/7364/3](#) (Pearson BTEC Level 3 Diploma in Production Arts (QCF) (720 GLH))
- [500/9862/7](#) (Pearson BTEC Level 3 Diploma in Travel and Tourism (QCF) (720 GLH))
- [600/4343/X](#) (Pearson BTEC Level 3 Diploma in Vehicle Technology (QCF) (720 GLH))
- [601/2525/1](#) (Pearson BTEC Level 3 National Certificate in Children's Play, Learning and Development (Early Years Educator) (VRQ) (720 GLH))
- [600/6425/0](#) (Pearson BTEC Level 3 Diploma in Aviation Operations (QCF) (743 GLH))
- [500/7800/8](#) (Pearson BTEC Level 3 Extended Diploma in Aeronautical Engineering (QCF) (1080 GLH))
- [500/8301/6](#) (Pearson BTEC Level 3 Extended Diploma in Agriculture (QCF) (1080 GLH))
- [500/8099/4](#) (Pearson BTEC Level 3 Extended Diploma in Aircraft Maintenance (QCF) (1080 GLH))
- [500/8265/6](#) (Pearson BTEC Level 3 Extended Diploma in Animal Management (QCF) (1080 GLH))
- [500/7566/4](#) (Pearson BTEC Level 3 Extended Diploma in Art and Design (QCF) (1080 GLH))
- [501/1218/1](#) (Pearson BTEC Level 3 Extended Diploma in Blacksmithing and Metalworking (QCF) (1080 GLH))
- [500/7139/7](#) (Pearson BTEC Level 3 Extended Diploma in Construction and the Built Environment (QCF) (1080 GLH))
- [500/8302/8](#) (Pearson BTEC Level 3 Extended Diploma in Countryside Management (QCF) (1080 GLH))
- [500/7878/1](#) (Pearson BTEC Level 3 Extended Diploma in Creative Media Production (QCF) (1080 GLH))
- [500/8097/0](#) (Pearson BTEC Level 3 Extended Diploma in Electrical/Electronic Engineering (QCF) (1080 GLH))
- [500/8165/2](#) (Pearson BTEC Level 3 Extended Diploma in Engineering (QCF) (1080 GLH))
- [500/8344/2](#) (Pearson BTEC Level 3 Extended Diploma in Fish Management (QCF) (1080 GLH))
- [501/0346/5](#) (Pearson BTEC Level 3 Extended Diploma in Floristry (QCF) (1080 GLH))

[500/9448/8](#) (Pearson BTEC Level 3 Extended Diploma in Forestry and Arboriculture (QCF) (1080 GLH))

[500/9428/2](#) (Pearson BTEC Level 3 Extended Diploma in Horse Management (QCF) (1080 GLH))

[500/8266/8](#) (Pearson BTEC Level 3 Extended Diploma in Horticulture (QCF) (1080 GLH))

[500/8209/7](#) (Pearson BTEC Level 3 Extended Diploma in Hospitality (QCF) (1080 GLH))

[500/9149/9](#) (Pearson BTEC Level 3 Extended Diploma in IT (QCF) (1080 GLH))

[501/0236/9](#) (Pearson BTEC Level 3 Extended Diploma in Land-based Technology (QCF) (1080 GLH))

[500/7314/X](#) (Pearson BTEC Level 3 Extended Diploma in Manufacturing Engineering (QCF) (1080 GLH))

[500/7296/1](#) (Pearson BTEC Level 3 Extended Diploma in Mechanical Engineering (QCF) (1080 GLH))

[500/7716/8](#) (Pearson BTEC Level 3 Extended Diploma in Music Technology (QCF) (1080 GLH))

[500/7317/5](#) (Pearson BTEC Level 3 Extended Diploma in Operations and Maintenance Engineering (QCF) (1080 GLH))

[500/7381/3](#) (Pearson BTEC Level 3 Extended Diploma in Production Arts (QCF) (1080 GLH))

[500/9861/5](#) (Pearson BTEC Level 3 Extended Diploma in Travel and Tourism (QCF) (1080 GLH))

[600/4328/3](#) (Pearson BTEC Level 3 Extended Diploma in Vehicle Technology (QCF) (1080 GLH))

[601/2527/5](#) (Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) (VRQ) (1080 GLH))

[600/6439/0](#) (Pearson BTEC Level 3 Extended Diploma in Aviation Operations (QCF) (1179 GLH))

## Purpose

BTEC Nationals are vocational qualifications designed to develop skills, knowledge and understanding in a sector area as preparation for employment, higher education, higher apprenticeship or other training.

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (Level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or



professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

## Grading

The overall qualifications are graded as follows:

- **Certificate:** P, M, D, D\*
- **Subsidiary Diploma:** P, M, D, D\*
- **90-credit Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*
- **Extended Diploma:** PPP, MPP, MMP, MMM, DMM, DDM, DDD, D\*DD, D\*D\*D, D\*D\*D\*

**Note:** the D\* grade was first introduced in results issued for QCF qualifications in 2012 (and for CPLD in 2014).

Individual units are graded P, M, D. The grades for each unit attract points, which are added together to identify the final overarching qualification grade.

## Assessment

Providers wishing to run BTEC Nationals require approval from Pearson Education Ltd.

All units of QCF BTEC Nationals are internally assessed. They are contextualised using realistic, work-related scenarios, and may be provided by local employers. These units usually involve assignments, but may be exams. They may be in the form of:

- written reports/business proposals,
- presentations
- solving and explaining a mathematical problem
- reporting on the findings of a practical investigation

All assessment is criterion-referenced, based on the achievement of specified learning outcomes. Each unit in a qualification has specified assessment and grading criteria.

Assessment and grading are subject to external moderation. For more detailed assessment information, you should review the specification of the individual qualification you are interested in on the Pearson website.

[Visit the Pearson website](#)

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

[Read the qualification specifications on the Pearson website](#)

## Pearson BTEC National Applied Generals (reformed)

### Qualification codes

- [601/9042/5](#) (Pearson BTEC Level 3 National Certificate in Applied Law (180 GLH))
- [603/3057/0](#) (Pearson BTEC Level 3 National Certificate in Applied Psychology (180 GLH))
- [601/7434/1](#) (Pearson BTEC Level 3 National Certificate in Applied Science (180 GLH))
- [603/0448/0](#) (Pearson BTEC Level 3 National Certificate in Art and Design (180 GLH))
- [601/7155/8](#) (Pearson BTEC Level 3 National Certificate in Business (180 GLH))
- [603/0446/7](#) (Pearson BTEC Level 3 National Certificate in Computing (180 GLH))
- [603/1197/6](#) (Pearson BTEC Level 3 National Certificate in Engineering (180 GLH))
- [601/7413/4](#) (Pearson BTEC Level 3 National Certificate in Enterprise and Entrepreneurship (180 GLH))
- [601/7193/5](#) (Pearson BTEC Level 3 National Certificate in Health and Social Care (180 GLH))
- [601/7574/6](#) (Pearson BTEC Level 3 National Certificate in Information Technology (180 GLH))
- [603/3027/2](#) (Pearson BTEC Level 3 National Certificate in Music Performance (180 GLH))
- [601/7231/9](#) (Pearson BTEC Level 3 National Certificate in Performing Arts (180 GLH))
- [603/0458/3](#) (Pearson BTEC Level 3 National Certificate in Sport (180 GLH))
- [603/1224/5](#) (Pearson BTEC Level 3 National Certificate in Travel and Tourism (180 GLH))
- [603/3040/5](#) (Pearson BTEC Level 3 National Extended Certificate in Applied Human Biology (360 GLH))
- [601/9043/7](#) (Pearson BTEC Level 3 National Extended Certificate in Applied Law (360 GLH))
- [603/3058/2](#) (Pearson BTEC Level 3 National Extended Certificate in Applied Psychology (360 GLH))
- [601/7436/5](#) (Pearson BTEC Level 3 National Extended Certificate in Applied Science (360 GLH))
- [601/7228/9](#) (Pearson BTEC Level 3 National Extended Certificate in Art and Design (360 GLH))
- [601/7159/5](#) (Pearson BTEC Level 3 National Extended Certificate in Business (360 GLH))
- [601/7569/2](#) (Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development (360 GLH))
- [601/7341/5](#) (Pearson BTEC Level 3 National Extended Certificate in Computing (360 GLH))
- [601/7467/5](#) (Pearson BTEC Level 3 National Extended Certificate in Creative Digital Media Production (360 GLH))
- [601/7584/9](#) (Pearson BTEC Level 3 National Extended Certificate in Engineering (360 GLH))

[601/7414/6](#) (Pearson BTEC Level 3 National Extended Certificate in Enterprise and Entrepreneurship (360 GLH))

[601/7197/2](#) (Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (360 GLH))

[601/7575/8](#) (Pearson BTEC Level 3 National Extended Certificate in Information Technology (360 GLH))

[601/7090/6](#) (Pearson BTEC Level 3 National Extended Certificate in Music Performance (360 GLH))

[601/7233/2](#) (Pearson BTEC Level 3 National Extended Certificate in Performing Arts (360 GLH))

[601/7218/6](#) (Pearson BTEC Level 3 National Extended Certificate in Sport (360 GLH))

[603/0444/3](#) (Pearson BTEC Level 3 National Extended Certificate in Sport and Exercise Science (360 GLH))

[601/9023/1](#) (Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism (360 GLH))

[601/7438/9](#) (Pearson BTEC Level 3 National Foundation Diploma in Applied Science (510 GLH))

[601/7230/7](#) (Pearson BTEC Level 3 National Foundation Diploma in Art and Design (510 GLH))

[601/7161/3](#) (Pearson BTEC Level 3 National Foundation Diploma in Business (510 GLH))

[601/7343/9](#) (Pearson BTEC Level 3 National Foundation Diploma in Computing (510 GLH))

[601/7468/7](#) (Pearson BTEC Level 3 National Foundation Diploma in Creative Digital Media Production (510 GLH))

[601/7591/6](#) (Pearson BTEC Level 3 National Foundation Diploma in Engineering (540 GLH))

[603/0301/3](#) (Pearson BTEC Level 3 National Foundation Diploma in Enterprise and Entrepreneurship (510 GLH))

[603/0251/3](#) (Pearson BTEC Level 3 National Foundation Diploma in Forensic Investigation (510 GLH))

[601/7199/6](#) (Pearson BTEC Level 3 National Foundation Diploma in Health and Social Care (510 GLH))

[601/7576/X](#) (Pearson BTEC Level 3 National Foundation Diploma in Information Technology (510 GLH))

[601/7235/6](#) (Pearson BTEC Level 3 National Foundation Diploma in Performing Arts (510 GLH))

[601/7220/4](#) (Pearson BTEC Level 3 National Foundation Diploma in Sport (540 GLH))

[603/0443/1](#) (Pearson BTEC Level 3 National Foundation Diploma in Sport and Exercise Science (510 GLH))

- [601/9024/3](#) (Pearson BTEC Level 3 National Foundation Diploma in Travel and Tourism (510 GLH))
- [601/7435/3](#) (Pearson BTEC Level 3 National Diploma in Applied Science (720 GLH))
- [603/0447/9](#) (Pearson BTEC Level 3 National Diploma in Art and Design (720 GLH))
- [601/7157/1](#) (Pearson BTEC Level 3 National Diploma in Business (720 GLH))
- [603/0445/5](#) (Pearson BTEC Level 3 National Diploma in Computing (720 GLH))
- [601/7528/X](#) (Pearson BTEC Level 3 National Diploma in Enterprise and Entrepreneurship (720 GLH))
- [603/0246/X](#) (Pearson BTEC Level 3 National Diploma in Forensic and Criminal Investigation (720 GLH))
- [601/7194/7](#) (Pearson BTEC Level 3 National Diploma in Health and Social Care (720 GLH))
- [603/0455/8](#) (Pearson BTEC Level 3 National Diploma in Information Technology (720 GLH))
- [601/7232/0](#) (Pearson BTEC Level 3 National Diploma in Performing Arts (720 GLH))
- [603/0460/1](#) (Pearson BTEC Level 3 National Diploma in Sport (720 GLH))
- [601/7421/3](#) (Pearson BTEC Level 3 National Diploma in Sport and Exercise Science (720 GLH))
- [601/7437/7](#) (Pearson BTEC Level 3 National Extended Diploma in Applied Science (1080 GLH))
- [601/7229/0](#) (Pearson BTEC Level 3 National Extended Diploma in Art and Design (1080 GLH))
- [601/7160/1](#) (Pearson BTEC Level 3 National Extended Diploma in Business (1080 GLH))
- [601/7342/7](#) (Pearson BTEC Level 3 National Extended Diploma in Computing (1080 GLH))
- [601/7469/9](#) (Pearson BTEC Level 3 National Extended Diploma in Creative Digital Media Production (1080 GLH))
- [603/0303/7](#) (Pearson BTEC Level 3 National Extended Diploma in Enterprise and Entrepreneurship (1080 GLH))
- [603/0247/1](#) (Pearson BTEC Level 3 National Extended Diploma in Forensic and Criminal Investigation (1080 GLH))
- [601/7198/4](#) (Pearson BTEC Level 3 National Extended Diploma in Health and Social Care (1080 GLH))
- [603/0454/6](#) (Pearson BTEC Level 3 National Extended Diploma in Information Technology (1080 GLH))
- [601/7234/4](#) (Pearson BTEC Level 3 National Extended Diploma in Performing Arts (1080 GLH))
- [603/0459/5](#) (Pearson BTEC Level 3 National Extended Diploma in Sport (1080 GLH))
- [601/7422/5](#) (Pearson BTEC Level 3 National Extended Diploma in Sport and Exercise Science (1080 GLH))

## Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

## Grading

Internally assessed units are graded Pass (P), Merit (M), and Distinction (D).

Externally assessed units are graded Near Pass (N), Pass (P), Merit (M), and Distinction (D).

The grades for each unit are allocated points, which are proportionate to the size of the unit. The unit grades achieved by a student are converted into points and added together to determine the final overarching qualification grade.

The overall qualifications are graded as follows:

**Certificate:** P, M, D, D\*

**Extended Certificate:** P, M, D, D\*

**Foundation Diploma:** P, M, D, D\*

**Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*

**Extended Diploma:** PPP, MPP, MMP, MMM, DMM, DDM, DDD, D\*DD, D\*D\*D, D\*D\*D\*

## Assessment

As noted in Education Context, to be classified as an Applied General qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 40% external assessment
- A minimum of 60% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

For BTEC Nationals, units are designated as internally, externally or synoptically assessed. Internally assessed units are 60 or 90 GLH and externally assessed units are 90 or 120 GLH.

Externally assessed units are set and marked by Pearson, and at least a part of the assessment is carried out under supervised conditions.

External assessments may include:

- written exams
- tasks involving an additional activity (e.g. research or an investigation) prior to the supervised part of the assessment
- tasks carried out under supervision over a number of sessions (students have no access to their materials between sessions)

Internally assessed units are assessed by teachers. They are contextualised using realistic, work-related scenarios, and may be provided by local employers. These units usually involve assignments, but may be exams. They may be in the form of:

- written reports/business proposals,
- presentations
- solving and explaining a mathematical problem
- reporting on the findings of a practical investigation

Each unit in a qualification has specified assessment and grading criteria. Assessment and grading are subject to external standards verification.

For more detailed assessment information, you should review the [specification of the individual qualification](#) you are interested in on the Pearson website.

[Visit the Pearson website](#)

## Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

Popularity of Applied Generals has risen over recent years. The entry rate for the combined BTEC only and A level and BTEC groups was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- The fully-reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.

- Fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able to choose their optional units as they may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

[View DfE's technical guidance](#)

[Read the qualification specifications on the Pearson website](#)



## Pearson BTEC National Tech Levels (reformed)

### Qualification codes

[603/0872/2](#) (Pearson BTEC Level 3 National Extended Certificate in Agriculture (360 GLH))

[601/7524/2](#) (Pearson BTEC Level 3 National Extended Certificate in Animal Management (360 GLH))

[603/0862/X](#) (Pearson BTEC Level 3 National Extended Certificate in Construction and the Built Environment (360 GLH))

[603/1911/2](#) (Pearson BTEC Level 3 National Extended Certificate in Digital Content Production (360 GLH))

[603/1910/0](#) (Pearson BTEC Level 3 National Extended Certificate in Digital Film and Video Production (360 GLH))

[603/1912/4](#) (Pearson BTEC Level 3 National Extended Certificate in Digital Games Production (360 GLH))

[603/1232/4](#) (Pearson BTEC Level 3 National Extended Certificate in Digital Music Production (360 GLH))

[601/9064/4](#) (Pearson BTEC Level 3 National Extended Certificate in Equine Management (360 GLH))

[603/1214/2](#) (Pearson BTEC Level 3 National Extended Certificate in Horticulture (360 GLH))

[603/1233/6](#) (Pearson BTEC Level 3 National Extended Certificate in Sound Engineering (360 GLH))

[601/7525/4](#) (Pearson BTEC Level 3 National Foundation Diploma in Animal Management (540 GLH))

[601/7570/9](#) (Pearson BTEC Level 3 National Foundation Diploma in Children's Play, Learning and Development (540 GLH))

[603/0863/1](#) (Pearson BTEC Level 3 National Foundation Diploma in Construction and the Built Environment (540 GLH))

[601/9066/8](#) (Pearson BTEC Level 3 National Foundation Diploma in Equine Management (540 GLH))

[603/1904/5](#) (Pearson BTEC Level 3 National Foundation Diploma in Forestry and Arboriculture (540 GLH))

[603/1215/4](#) (Pearson BTEC Level 3 National Foundation Diploma in Horticulture (540 GLH))

[603/0211/2](#) (Pearson BTEC Level 3 National Foundation Diploma in Music Technology (540 GLH))

[601/7224/1](#) (Pearson BTEC Level 3 National Diploma in 3D Design and Crafts (720 GLH))

[601/7577/1](#) (Pearson BTEC Level 3 National Diploma in Aeronautical Engineering (720 GLH))

[601/7523/0](#) (Pearson BTEC Level 3 National Diploma in Animal Management (720 GLH))

[603/1218/X](#) (Pearson BTEC Level 3 National Diploma in Building Services Engineering (720 GLH))

[601/7337/3](#) (Pearson BTEC Level 3 National Diploma in Business Information Systems (720 GLH))

[601/7571/0](#) (Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) (720 GLH))

[603/1217/8](#) (Pearson BTEC Level 3 National Diploma in Civil Engineering (720 GLH))

[601/7578/3](#) (Pearson BTEC Level 3 National Diploma in Computer Engineering (720 GLH))

[601/7338/5](#) (Pearson BTEC Level 3 National Diploma in Computer Science (720 GLH))

[601/7339/7](#) (Pearson BTEC Level 3 National Diploma in Computer Systems and Network Support (720 GLH))

[601/7340/3](#) (Pearson BTEC Level 3 National Diploma in Computing for Creative Industries (720 GLH))

[603/0864/3](#) (Pearson BTEC Level 3 National Diploma in Construction and the Built Environment (720 GLH))

[603/1213/0](#) (Pearson BTEC Level 3 National Diploma in Countryside Management (720 GLH))

[601/7473/0](#) (Pearson BTEC Level 3 National Diploma in Digital Games Design and Development (720 GLH))

[601/7472/9](#) (Pearson BTEC Level 3 National Diploma in Digital Publishing (720 GLH))

[601/7579/5](#) (Pearson BTEC Level 3 National Diploma in Electrical and Electronic Engineering (720 GLH))

[601/7580/1](#) (Pearson BTEC Level 3 National Diploma in Engineering (720 GLH))

[601/9062/0](#) (Pearson BTEC Level 3 National Diploma in Equine Management (Equitation) (720 GLH))

[601/9056/5](#) (Pearson BTEC Level 3 National Diploma in Equine Management (Yard Management) (720 GLH))

[601/7225/3](#) (Pearson BTEC Level 3 National Diploma in Fashion Design and Production (720 GLH))

[601/7470/5](#) (Pearson BTEC Level 3 National Diploma in Film and Television Production (720 GLH))

[601/7471/7](#) (Pearson BTEC Level 3 National Diploma in Film and Television Visual Effects (720 GLH))

[601/7215/0](#) (Pearson BTEC Level 3 National Diploma in Fitness Services (720 GLH))

- [601/7226/5](#) (Pearson BTEC Level 3 National Diploma in Graphics (720 GLH))
- [603/2675/X](#) (Pearson BTEC Level 3 National Diploma in Horticulture (720 GLH))
- [601/7582/5](#) (Pearson BTEC Level 3 National Diploma in Manufacturing Engineering (720 GLH))
- [601/7583/7](#) (Pearson BTEC Level 3 National Diploma in Mechanical Engineering (720 GLH))
- [601/7350/6](#) (Pearson BTEC Level 3 National Diploma in Music Technology (720 GLH))
- [601/7227/7](#) (Pearson BTEC Level 3 National Diploma in Photography (720 GLH))
- [601/7474/2](#) (Pearson BTEC Level 3 National Diploma in Sound Production (720 GLH))
- [601/7585/0](#) (Pearson BTEC Level 3 National Extended Diploma in Aeronautical Engineering (1080 GLH))
- [603/2676/1](#) (Pearson BTEC Level 3 National Extended Diploma in Agriculture (1080 GLH))
- [603/3043/0](#) (Pearson BTEC Level 3 National Extended Diploma in Animal Management (1080 GLH))
- [601/7527/8](#) (Pearson BTEC Level 3 National Extended Diploma in Animal Management with Science (1080 GLH))
- [603/1219/1](#) (Pearson BTEC Level 3 National Extended Diploma in Building Services Engineering (1080 GLH))
- [601/7572/2](#) (Pearson BTEC Level 3 National Extended Diploma in Children's Play, Learning and Development (Early Years Educator) (1080 GLH))
- [603/1216/6](#) (Pearson BTEC Level 3 National Extended Diploma in Civil Engineering (1080 GLH))
- [601/7586/2](#) (Pearson BTEC Level 3 National Extended Diploma in Computer Engineering (1080 GLH))
- [603/0861/8](#) (Pearson BTEC Level 3 National Extended Diploma in Construction and the Built Environment (1080 GLH))
- [603/2677/3](#) (Pearson BTEC Level 3 National Extended Diploma in Countryside Management (1080 GLH))
- [601/7587/4](#) (Pearson BTEC Level 3 National Extended Diploma in Electrical and Electronic Engineering (1080 GLH))
- [601/7588/6](#) (Pearson BTEC Level 3 National Extended Diploma in Engineering (1080 GLH))
- [601/9059/0](#) (Pearson BTEC Level 3 National Extended Diploma in Equine Management (1080 GLH))
- [603/2679/7](#) (Pearson BTEC Level 3 National Extended Diploma in Horticulture (1080 GLH))
- [601/7589/8](#) (Pearson BTEC Level 3 National Extended Diploma in Manufacturing Engineering (1080 GLH))

[601/7590/4](#) (Pearson BTEC Level 3 National Extended Diploma in Mechanical Engineering (1080 GLH))

[601/7351/8](#) (Pearson BTEC Level 3 National Extended Diploma in Music Technology (1080 GLH))

## Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

The Pearson BTEC Level 3 Nationals are vocational qualifications designed to develop skills, knowledge, and understanding in a subject area as preparation for employment, higher education, a higher apprenticeship or other training.

## Grading

Internally assessed units are graded Pass (P), Merit (M), and Distinction (D).

Externally assessed units are graded Near Pass (N), Pass (P), Merit (M), and Distinction (D).

The grades for each unit are allocated points, which are proportionate to the size of the unit. The unit grades achieved by a student are converted into points and added together to determine the final overarching qualification grade.

The overall qualifications are graded as follows:

**Extended Certificate:** P, M, D, D\*

**Foundation Diploma:** P, M, D, D\*

**Diploma:** PP, MP, MM, DM, DD, D\*D, D\*D\*

**Extended Diploma:** PPP, MPP, MMP, MMM, DMM, DDM, DDD, D\*DD, D\*D\*D, D\*D\*D\*

## Assessment

As noted in Education Context, to be classified as a Tech level qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content

- An element of synoptic assessment
- There is a single resit opportunity

For BTEC Nationals, units are designated as internally, externally or synoptically assessed. Internally assessed units are 60–90 GLH and externally assessed units are 90-120 GLH.

All sizes of the BTEC Nationals include synoptic assessment in the mandatory core, allowing students to draw together skills, knowledge, and understanding from across the qualification. Specific units are identified as synoptic.

Externally-assessed units are set and marked by Pearson, and at least a part of the assessment is carried out under supervised conditions.

External assessments may include:

- written exams
- tasks involving an additional activity (e.g. research or an investigation) prior to the supervised part of the assessment
- tasks carried out under supervision over a number of sessions (students have no access to their materials between sessions)

Internally-assessed units are assessed by teachers. They are contextualised using realistic, work-related scenarios, and may be provided by local employers. These units usually involve assignments, but may be exams. They may be in the form of:

- written reports/business proposals,
- presentations
- solving and explaining a mathematical problem
- reporting on the findings of a practical investigation

Each unit in a qualification has specified assessment and grading criteria. Assessment and grading are subject to external verification.

For more detailed assessment information, you should review the [specification of the individual qualification](#) you are interested in on the Pearson website.

[Visit the Pearson website](#)

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and Applied General qualifications, and are likely to result in students developing different skills and

aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.

- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

Applicants holding reformed Tech level qualifications will have had experience of external and synoptic assessment.

Tech level qualifications are supported by at least five employers from the job sector the qualification is related to. All students have to take part in meaningful activity involving employers in the course of their study. Examples are work placements, taking part in projects, or some of the course being taught by someone who works in the industry.

[Find out more about this qualification.](#)

## Pearson Edexcel Level 3 Awards in Mathematics

### Qualification codes

[600/6632/5](#) (Pearson Edexcel Level 3 Award in Algebra)

[600/7266/0](#) (Pearson Edexcel Level 3 Award in statistical methods )

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 –19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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Edexcel Level 3 Awards in Mathematics are small qualifications providing support for mathematical requirements in other qualifications. They may act as a stepping stone to larger qualifications that are on performance tables.

The Edexcel Level 3 Award in Algebra helps students develop a thorough knowledge and understanding of concepts in algebra or statistics, and a strong foundation in mathematical techniques or statistical methods.

The qualifications may be taken as part of a broader programme to support other subjects which require knowledge and understanding of mathematics.

### Grading

Pass only.

### Assessment

Two hour written examination, externally assessed – 90 marks, non-calculator.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.

- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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These qualifications will be taken alongside other Level 3 qualifications, such as A levels. They will help support other qualifications, and will aid progression to higher level programmes that have a significant mathematical content.

[Find out more about this qualification.](#)



## Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance

### Qualification code

[601/3794/0](#) (Pearson Edexcel Level 3 Certificate in Achieving Excellence in Sports Performance)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This qualification reflects the skills, knowledge, and performance criteria required in elite level sport, and is designed to measure athlete's abilities in planning, applying, and evaluating their development in the appropriate technical, tactical, physical, and psychological aspects of their sport. The qualification develops a range of techniques, personal skills, and attributes essential for successful performance in working life, and also addresses wider issues such as lifestyle, career development, communication, and health and safety.

The qualification is often taken in conjunction with the Pearson BTEC Level 3 Certificate in Understanding Sports Performance (QCF). The two qualifications complement one another, one providing the underpinning knowledge and understanding, and the other assessing the application of knowledge, understanding, and skills. It forms part of the Apprenticeship in Achieving Sport Excellence.

It may also be taken alongside other Level 3 programmes such as A levels or BTEC Nationals.

### Grading

Pass only.

### Assessment

All units are internally assessed through evidence provided by the student to meet set criteria. The assessments are quality assured through external verification.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.

- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

[Find out more about this qualification.](#)

## Pearson Edexcel Level 3 Diploma in Building Services Engineering for Technicians (QCF)

### Qualification code

[600/7813/3](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The Pearson Edexcel Level 3 Diploma in Building Services Engineering for Technicians (QCF) prepares students for:

- Licentiate membership of the Chartered Institution of Building Services Engineers (LCIBSE)
- professional registration as an Engineering Technician with the Engineering Council

The qualification offers a programme of work-based study for building services engineering apprentices. Building services involve the implementation and maintenance of, for example, heating, plumbing, security, lighting, air conditioning etc.

The qualification provides the competencies required for the design pathway within the Advanced Apprenticeship in Building Services Engineering Technology and Project Management Framework for Technicians.

### Grading

Pass, Fail

### Assessment

The assessment requirements were developed by the Chartered Institution of Building Service Engineers (CIBSE) in partnership with employers, training providers, the sector skills council, the awarding organisation and the regulatory authorities.

The overall grade for the qualification is a Pass. The student must achieve all the required units within the specified qualification structure.

To pass a unit the student must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements and strategy for the sector, or
- as part of a training programme

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

[http://qualifications.pearson.com/content/dam/pdf/NVQ-and-competence-based-qualifications/Building-Services-Engineering-for-Technicians/2010/Specification/N034151\\_NVQ\\_Comp\\_L3\\_BSET.pdf](http://qualifications.pearson.com/content/dam/pdf/NVQ-and-competence-based-qualifications/Building-Services-Engineering-for-Technicians/2010/Specification/N034151_NVQ_Comp_L3_BSET.pdf)

[Contact us](#)

## Pearson Edexcel Level 3 Diploma in Playwork (NVQ)

### Qualification code

[600/3264/9](#) (Level 3 Diploma in Playwork (NVQ))

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The Pearson Edexcel Level 3 Diploma in Playwork (NVQ) (QCF) is aimed at students who are already working in a playwork setting. It is aimed at experienced playworkers who have a wide knowledge and understanding of children and young people and now want to move on to a managerial role.

Settings could be out-of-school work (including afterschool or breakfast clubs) and seasonal holiday clubs.

Students may already be working as playworkers or assistant playworkers or as children's holiday representatives.

The qualification prepares students for roles in management of play environments and as line managers of other staff. It covers the knowledge and skills needed when working unsupervised and students will need to demonstrate their managerial skills in the workplace.

### Grading

Pass, Fail

### Assessment

Students must pass all units.

They must achieve all of the specified learning outcomes and satisfy all of the assessment criteria.

To successfully achieve a unit the student must gather a portfolio of evidence which shows they have met the required standard in the assessment criteria.

Evidence can take a variety of different forms including:

- direct observation of the student's performance by their assessor
- outcomes from oral or written questioning
- products of the student's work

- personal statements and reflective accounts
- outcomes from simulation, where permitted by the assessment strategy
- professional discussion
- assignment, project and case studies
- authentic statements and witness testimonies
- expert witness testimony
- evidence of Recognition of Prior Learning

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

Further information may be found at: <http://qualifications.pearson.com/en/qualifications/nvq-and-competence-based-qualifications/children-and-young-people/playwork-l3.html>

## Pearson LCCI Level 3 Certificate in Accounting

### Qualification code

[601/7932/6](#) (Pearson LCCI Level 3 Certificate in Accounting)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This is a broad-based qualification which offers students not only an academic perspective, but also a practical approach to the accounting discipline. It aims to allow candidates to develop, an understanding of the basic principles underlying the recording of business transactions, the ability to prepare and interpret accounts for sole traders, partnerships, non-trading organisations, limited companies, and groups of companies in accordance with basic accounting conventions and current accounting practice, and the ability to apply the principles of decision-making.

Students may take this qualification alongside other London Chamber of Commerce and Industry (LCCI) financial qualifications and alongside AS or A levels.

### Grading

Distinction, Merit, Pass.

### Assessment

There is one examination paper of three hours duration, with a total of 100 marks.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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In respect of this qualification:

- Students may take this qualification alongside other LCCI financial qualifications, and/or alongside AS/A levels, and progress to higher level programmes.
- First teaching was 2015, but the specification was updated in 2017.

[Find out more about this qualification.](#)



## Pearson LCCI Level 3 Certificate in Accounting (IAS)

### Qualification code

[500/1529/1](#) (Pearson LCCI Level 3 Certificate in Accounting (IAS))

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16–19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This is a broad-based qualification which offers students an academic yet practical approach to the accounting discipline, and the opportunity to gain knowledge and experience in using the International Accounting Standards (IAS). It aims to allow candidates to develop the ability to prepare accounting statements and data in accordance with basic accounting conventions and current international accounting practice, with reference to disclosure of accounting policies, inventory, accounting for depreciation, cash flow statements, and group accounts, and the ability to use and interpret accounting statements and data.

Students may take this alongside other London Chamber of Commerce and Industry (LCCI) financial qualifications, and/or alongside AS/A levels, and progress to higher level programmes.

### Grading

Distinction, Merit, and Pass.

### Assessment

There is one examination paper of three hours duration, with a total of 100 marks.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16–19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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In respect of this qualification:

- It may be taken alongside other Level 3 qualifications, such as A levels, to help meet entry requirements for a range of higher level, programmes.
- It has been withdrawn. Final certifications were on 20 June 2017.
- It is being replaced by the revised qualification entitled **Pearson LCCI Level 3 Certificate in Accounting**. The QIP for the new qualification is available at: <https://qips.ucas.com/qip/pearson-lcci-level-3-certificate-accounting>

[Find out more about this qualification.](#)

## Pearson LCCI Level 3 Certificates in Accounting and Finance (VRQ)

### Qualification codes

[601/5171/7](#) (Pearson LCCI Level 3 Certificate in Business Statistics (VRQ) - Last exam sitting September 2020)

[603/5081/7](#) (Pearson LCCI Level 3 Certificate in Business Statistics - First exam sitting September 2020)

[601/5186/9](#) ((Pearson LCCI Level 3 Certificate in Financial Accounting (VRQ))

[601/5169/9](#) (Pearson LCCI Level 3 Certificate in Cost and Management Accounting (VRQ) - Last exam sitting April 2021)

[603/5079/9](#) (Pearson LCCI Level 3 Certificate in Cost and Management Accounting - First exam sitting April 2021)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 –19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The Pearson LCCI Level 3 Certificate in Business Statistics enables students to apply statistical techniques to business data, to plan and control business operations, evaluate and manage risk, and support the decision-making process. Students will gain an understanding of the basic concepts of statistical problem solving in business situations, develop knowledge, understanding, and skills of statistical methods and concepts and in probability, including an awareness of the potential and limitations of data and methods.

The Level 3 Certificate in Financial Accounting enables students to produce financial records, summarising an organisation's financial transactions over a specific accounting period, and its current financial position in terms of assets, liabilities and capital.

The Level 3 Certificate in Cost and Management Accounting provides students with the skills, knowledge and understanding of cost and management accounting which reflects the key skills required in business or short and long-term decision-making, inventory control, accounting for overheads, working capital management, standard costing and the preparation and control of budgets.

### Grading

Distinction, Merit, Pass.

### Assessment

Each qualification has one examination paper of three hours duration, with a total of 100 marks.

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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In respect of these qualifications

- The three qualifications can be taken together to achieve the Pearson LCCI Level 3 Diploma in Accounting and Finance. Alternatively, they can be taken as single qualifications alongside other qualifications e.g. A Levels.
- Holders of these qualifications will have had experience of external examination assessment.

[Find out more about this qualification.](#)

## Rockschool Limited Music Practitioners (QCF) Tech levels (interim-reformed)

### Qualification codes

[600/6607/6](#) (RSL Level 3 Certificate For Music Practitioners (QCF))

[600/6611/8](#) (RSL Level 3 Extended Certificate For Music Practitioners (QCF))

[600/6613/1](#) (RSL Level 3 Subsidiary Diploma For Music Practitioners (QCF))

[600/6609/X](#) (RSL Level 3 Diploma For Music Practitioners (QCF))

[600/6612/X](#) (RSL Level 3 Extended Diploma For Music Practitioners (QCF))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

Rockschool Limited (RSL's) qualifications for Music Practitioners are music industry qualifications that will equip students with the skills, knowledge and understanding for entry to employment in the music industry, or progression to further study at a higher level. The qualifications aim to offer practical structured learning with the flexibility to specialise in different disciplines directly relevant to employment within the music industry, including composition, performance, business, and technology.

### Grading

The qualifications are graded Pass, Merit, Distinction and Distinction\* (P, M, D, D\*).

The overall grade is calculated based on the aggregation of unit grades within the qualifications.

### Assessment

The full Music Practitioners qualifications are internally assessed and externally moderated.

Internal assessment is conducted through the setting of briefs which adhere to the assessment criteria of the unit specification.

Student submissions are assessed using the grading criteria, which are specific to each unit.

### Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken

[View DfE's technical guidance](#)

[View the qualification specifications.](#)

## Scottish Baccalaureate

### Purpose

A Scottish Baccalaureate is a group award consisting of a coherent group of current Higher and Advanced Higher qualifications, in addition to an Interdisciplinary Project.

Scottish Baccalaureates offer increased subject specialisation, enabling candidates to develop knowledge, skills and qualifications in expressive arts, languages, science or social sciences, and other transferable skills, which will enhance progression opportunities and offer added breadth and value.

They are intended to:

- provide candidates with valuable opportunities to make connections with the wider world of learning and work
- broaden the student experience and provide opportunities to further apply or extend subject knowledge and further develop generic skills, attitudes and confidence
- raise the status and value of learning and to motivate students in their last year of school, S6 (sixth year)
- encourage greater coherence in study in S5 and S6 (fifth year to sixth year).

Separate QIPs are provided for Highers, Advanced Highers and the Interdisciplinary Project.

### Grading

Pass or Distinction for the Scottish Baccalaureate.

See separate QIPs for more information on grading on the Higher, Advanced Higher and Interdisciplinary Project component awards.

### Assessment

To gain the Scottish Baccalaureate, candidates must achieve a Pass in each of the component Units and a grade C or above in each of the course assessments of the contributory Higher and Advanced Highers, as well as a Grade C or above in the Interdisciplinary Project.

Separate QIPs are provided for Highers, Advanced Highers and the Interdisciplinary Project

### Further information

Many candidates in S6 receive unconditional offers from Scottish HEPs based on their Highers results in S5.

Several Scottish HEPs make offers based on the achievement of a Scottish Baccalaureate, including entry directly into second year of an undergraduate degree.

Some young people use them to gain entry to HEPs in England, Wales and Northern Ireland.

Scottish Baccalaureates in S6 are not the standard uptake across Scotland. Local timetabling decisions and size of school may create variations in the pattern of provision; this may affect whether Scottish Baccalaureates are offered and taken at a centre. However, Baccalaureates

are usually conducted through partnerships between schools, colleges, HEPs and employers, as appropriate.

The practice of making unconditional offers to candidates in S6 affects uptake and retention of Advanced Highers and Scottish Baccalaureates.

More information on each Scottish Baccalaureate is available at: [www.sqa.org.uk/sqa/34638.1567.html](http://www.sqa.org.uk/sqa/34638.1567.html)

SQA's website is: [www.sqa.org.uk](http://www.sqa.org.uk)

The Scottish Credit and Qualifications Framework (SCQF) website is available at: [www.scqf.org.uk](http://www.scqf.org.uk)



## Scottish Interdisciplinary Project

### Purpose

The Interdisciplinary Project is a mandatory part of the Scottish Baccalaureate or can be taken as a standalone Unit.

It is intended to broaden the student experience, provide opportunities to apply or extend subject knowledge in relevant contexts, and to develop the generic skills, attitudes and confidence necessary to make the transition into further and higher education, and/or employment.

The Interdisciplinary Project offers increased subject specialisation, enabling candidates to develop knowledge, skills and qualifications in expressive arts, languages, science or social sciences, which will enhance progression opportunities and offer added breadth and value.

The Interdisciplinary Project is intended to:

- provide candidates with valuable opportunities to make connections with the wider world of learning and work
- broaden the student experience and provide opportunities to further apply or extend subject knowledge and further develop generic skills, attitudes and confidence
- raise the status and value of learning and to motivate students in their last year of school, S6, (sixth year)
- encourage greater coherence in study in S5 and S6 (fifth year to sixth year).

A separate UCAS profile is provided for the Scottish Baccalaureate.

### Grading

A, B, C for the Interdisciplinary Project.

Grading for the Interdisciplinary Project is based upon five pieces of assessment evidence.

### Assessment

Assessment of the Interdisciplinary Project (IP) is undertaken internally by the centre, based on five pieces of mandatory evidence:

- the candidate's project proposal
- project plan
- record of the presentation of his/her project findings or product
- evaluation of the project
- evaluation of his/her generic and cognitive skills development.

The pieces of evidence are submitted to SQA's rigorous IP quality assurance procedure:

- internal quality assurance by centres – managed and participated in by centres and their partners
- centre submission of proposed grades and materials for verification
- pre-forum central verifier event – managed by SQA and attended by external verifiers (EVs) and supporting SQA officers
- quality forums – managed by SQA, each chaired by an EV and attended by centre representatives and supporting SQA officers
- post-forum procedures – which involve EVs finalising their verification decisions and reports and may require further dialogue with centres and their partners.

### Further information

SCQF Level 7 qualification (sitting across level 3 and 4 in England, Northern Ireland and Wales).

SCQF Level 7 is the starting level for Scottish higher education.

Many candidates in S6 receive unconditional offers from Scottish HEPs based on their Highers results in S5.

Several Scottish HEPs make offers based on the achievement of a Baccalaureate, including entry directly into second year of an undergraduate degree.

Some young people use them to gain entry to HEPs in England, Wales and Northern Ireland.

The practice of making unconditional offers in S6 can affect Interdisciplinary Project uptake and retention.

The Unit specifications for each Interdisciplinary Project are available at: [www.sqa.org.uk/sqa/34638.1567.html](http://www.sqa.org.uk/sqa/34638.1567.html)

The Scottish Credit and Qualifications Framework (SCQF) website is available at: [www.scqf.org.uk](http://www.scqf.org.uk)

## Scottish Wider Access Programme (SWAP)

### Purpose

A Scottish Wider Access Programme is a course of study which prepares adults, with few or no formal qualifications, for study at university.

### Grading

All units are assessed on a pass / fail basis in accordance with SQA processes.

Students need to pass 18 units to achieve the qualification.

In addition, access students are graded on a scale AAA – CCC by partnership colleges against an agreed set of grade descriptors.

These criteria relate to learning skills highly valued for HE progression, although in science subjects these include subject-specific skills and knowledge.

Partnership colleges submit the grade profile to SWAP at the end of the programme, and these are provided by SWAP to UCAS.

### Assessment

Units are assessed by the appropriate SQA processes and procedures.

Students are assessed during and on the completion of individual units.

Access students often take units from SQA Highers but are not required to undertake the external assessment.

Modes of assessment must be appropriate to the academic discipline and the progression route, but particular assignment details are locally determined.

### Further information

SWAP programmes courses are widely accepted for progression to higher education across Scotland.

SWAP website includes further information and advice for HE admissions staff about making offers to Access students. [www.scottishwideraccess.org](http://www.scottishwideraccess.org)

SWAPEast: 0131 650 6861 (Edinburgh and the East of Scotland)  
email: [swapeast@scottishwideraccess.org](mailto:swapeast@scottishwideraccess.org)

SWAPWest: 0141 564 7206 (Glasgow and the West of Scotland)  
email: [swapwest@scottishwideraccess.org](mailto:swapwest@scottishwideraccess.org)

## Signature Level 3 Award in Insights into Communication with Congenitally Deafblind People

### Qualification code

[600/1937/2](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This qualification will enable students develop knowledge, understanding and skills in relation to communication with deafblind\* people who do not use English or British Sign Language (BSL) as a formal language. Causes and implications of congenital deafblindness and the roles of those who promote and develop communication, including the development of a communication method is explored in detail. The importance of a deafblind person's wishes in decision-making is seen as vital.

### Grading

Candidates must achieve a pass in all units to achieve an overall pass in the qualification.

### Assessment

Understanding congenital deafblindness - 1 hour written paper

Understanding the congenitally deafblind individual - 1 hour written paper

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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Holders of this qualification will be able to support congenitally deafblind people.

<https://www.signature.org.uk/wp-content/uploads/2021/10/DBK3-v1.00.pdf>

## Signature Level 3 Certificate in British Sign Language (QCF)

### Qualification code

[601/1116/1](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This qualification can be used as evidence of the language skills needed to work independently and at an advanced level in the target language. It is useful for those who work on a regular basis with deaf people (social workers, teachers of the deaf, communicators, voluntary workers, workers in deaf organisations, schools, etc.), those who aspire to work in these contexts, and those who wish to expand their knowledge and skills in British Sign Language.

This qualification is part of a larger suite of British Sign Language (BSL) qualifications ranging from Level 1 to Level 6.

### Grading

Candidates must achieve a Pass in all units to achieve an overall Pass in the qualification.

### Assessment

#### Sign Linguistics Knowledge

One 45 minute written paper requiring short written answers, which is externally marked.

#### Understand varied British Sign Language in a range of work and social situations

The assessment requires the candidate to watch a 20 minute conversation between two deaf people, and provide answers to questions based on what they have understood about the conversation. This is externally marked.

#### Use varied British Sign Language in a range of work and social situations

The candidate will prepare a eight to ten minute presentation based on a topic chosen four weeks prior to the assessment from a set of topics given to them. They will then have an eight to ten minute conversation with their teacher. The assessment is video recorded and sent to an assessor for external marking.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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Holders of this qualification will be able to communicate with deaf people who use British Sign Language.

<https://www.signature.org.uk/wp-content/uploads/2022/09/BSL33-2022.pdf>

## Signature Level 3 Certificate in Communication Support Work for Deaf Learners (QCF)

### Qualification code

[600/6458/4](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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This qualification is appropriate for specialist learning support practitioners who work with deaf students in FE colleges, adult and community learning centres, or learning providers, and for those supporting work-based training such as in voluntary, community, private, and public organisations. It allows for the underpinning knowledge, understanding, and skills to fulfil the specialist learning support practitioner role.

### Grading

Candidates must achieve a Pass in all units to achieve an overall Pass in the qualification.

### Assessment

Assessment for all the units associated with this qualification is in the form of submission of a portfolio.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.



Holders of this qualification will have the ability to communicate with and support deaf students.

<https://www.signature.org.uk/wp-content/uploads/2021/10/CSW3-v1.00.pdf>

## Signature Level 3 Certificate in Irish Sign Language (QCF)

### Qualification code

[601/1022/3](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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Successful completion of this qualification can be used as evidence of the language skills needed to operate independently and at an advanced level in the target language. It is useful for those who work on a regular basis with deaf people (social workers, teachers of the deaf, communicators, voluntary workers, workers in deaf organisations, schools. etc.), those who aspire to work in these contexts, and those who wish to expand their knowledge and skills in Irish Sign Language.

This qualification is part of a larger suite of qualifications in Irish Sign Language (ISL), ranging from Level 1 to Level 6.

### Grading

Candidates must achieve a Pass in all units to achieve an overall Pass in the qualification.

### Assessment

#### Sign Linguistics Knowledge

One 45 minute written paper requiring short written answers, which is externally marked.

#### Understand varied Irish Sign Language in a range of work and social situations

The assessment requires the candidate to watch a 20 minute conversation between two deaf people, and provide answers to questions based on what they have understood about the conversation. This is externally marked.

#### Use varied Irish Sign Language in a range of work and social situations

The candidate will prepare a eight to ten minute presentation based on a topic chosen four weeks prior to the assessment from a set of topics given to them. They will then have an

eight to ten minute conversation with their teacher. The assessment is video recorded and sent to an assessor for external marking.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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Holders of this qualification will be able to communicate with deaf people who use Irish Sign Language.

<https://www.signature.org.uk/wp-content/uploads/2022/09/ISL3-Qual-Spec.pdf>

## Signature Level 3 Certificate in Lipspeaking (QCF)

### Qualification code

[601/4057/4](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The purpose of this qualification is to provide those who want to work as lipspeakers with the underpinning knowledge, understanding, and skills to effectively fulfil their role. This qualification is intended to support the professionalism of the lipspeaking workforce, and enable a wider recognition of the valuable role it plays.

### Grading

Candidates must achieve a Pass in all units to achieve an overall Pass in the qualification.

### Assessment

#### Prepare for Lipspeaking Assignments

Written essay giving two accounts of preparing for assignment.

#### Deliver Lipspeaking Assignments

Practical assessment delivering a lipspeaking assignment.

#### Develop your performance as a Lipspeaker

Small portfolio demonstrating the evaluation of performance and areas of improvement.

#### Co-work with other lipspeakers

Written essay of a co-worked assignment.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 –19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.

- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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Holders of this qualification will be able to support deaf people who access communication via lipspeakers.

<https://www.signature.org.uk/wp-content/uploads/2022/09/LS3-Qualification-Specification-2022.pdf>

## Signature Level 3 Certificate in Modifying Written Texts for Deaf People (QCF)

### Qualification code

[501/0106/7](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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Holders of this qualification will be able to recognise structures and discourse in English which can cause particular problems for deaf readers, and be able to modify them so they become more accessible, without changing the meaning or intent of the original written message.

### Grading

Candidates must achieve a Pass in all units to achieve an overall Pass in the qualification.

### Assessment

K318 – Accessible English for Deaf and Deafblind People – written assessment paper.

T303 – Modifying written texts for Deaf and Deafblind People – portfolio and written assessment.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 –19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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Holders of this qualification will be able to support deaf people in accessing written text.

<https://www.signature.org.uk/wp-content/uploads/2022/09/MET3-2022.pdf>

## Signature Level 3 Certificate in Working Effectively with Deafblind Manual (QCF)

### Qualification code

[601/6452/9](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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In this qualification students will use knowledge and skills to enable them to work effectively with deafblind people who use Deafblind Manual in a variety of everyday settings, including conversations, socialising, education, personnel and employment.

### Grading

Candidates must achieve a Pass in all units to achieve an overall Pass in the qualification.

### Assessment

#### **DM301 – Producing and Receiving Deafblind Manual**

Practical Assessment

#### **MOD301 – Modifying Language for Deafblind People**

Written Assessment

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16-19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

Holders of this qualification will be able to communicate with deafblind people who use Deafblind Manual.

<https://www.signature.org.uk/wp-content/uploads/2021/10/DM3-v1.00.pdf>



## Signature Level 3 Certificate in Working Effectively with Visual Frame Hands and Hands on Signing (QCF)

### Qualification code

[601/6453/0](#)

### Purpose

Technical qualifications are work-related qualifications designed to enable students to gain the skills required to perform a particular job. They are designed with post-19 students in mind and may be taken as part of an apprenticeship.

Schools and colleges may offer qualifications that are not included in the performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

In this qualification students will use knowledge and skills to enable them to work effectively with deafblind people who use Visual Frame Hands On, in a variety of everyday settings including conversations, socialising, education, personnel, and employment.

### Grading

Candidates must achieve a Pass in all units to achieve an overall Pass in the qualification.

### Assessment

#### **VFHO301 – Producing and Receiving Visual Frame Hands On**

Practical Assessment

#### **MOD301 – Modifying Language for Deafblind People**

Written Assessment

### Further information

There are a number of key considerations for HEPs when reviewing Technical qualifications that are not listed on the DfE 16 – 19 Performance Tables for England:

- These qualifications are occupational, and are not designed specifically for full-time 16 – 19 programmes.
- Applicants holding these qualifications may be school or college leavers, however many are likely to be more mature students who may have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

Holders of this qualification will be able to communicate with deafblind people who use Visual Frame and Hands On communication.

<https://www.signature.org.uk/wp-content/uploads/2021/10/VFHO3-v1.00.pdf>

## SQA Award

### Purpose

Awards recognise the life and work skills students gain from activities they may already be taking part in at school, college, or elsewhere — such as sport, mentoring, voluntary work, or fundraising activities. In common with some other qualifications in SQA's portfolio, they have been designed to recognise wider achievement. As such, they will generally tend to be considered by HEPs as qualifications that help students develop a range of additional skills or wider achievements that will complement their learning journey in the Senior Phase of Curriculum for Excellence.

Awards are not the standard entry requirement for Scottish applicants to Scottish universities but, along with other qualifications at SCQF Level 6, may be used to help facilitate entry to short-cycle higher education (HE), such as Higher National Certificates (HNCs) and Higher National Diplomas (HNDs), offered in some Scottish HEPs. Some universities may also consider them – alongside achievement at Higher – for entry to certain HE programmes.

Awards also provide access to employment, further education, and training.

Awards are aimed at developing students' knowledge and understanding and, where appropriate, practical experience of a given area of education.

### Grading

This qualification is ungraded and is awarded upon candidates achieving a Pass in the unit, or each of the units required to successfully complete the qualification.

The flexibility of Awards enables other qualifications to be included in their structure. An external assessment from a National Qualification **may not** contribute to an Award, however.

### Assessment

Unit assessment may be undertaken at the end of each unit, or through holistic or combined assessment across two or more units.

Unit assessment is marked by the teacher or lecturer, and is not graded. It is subject to internal verification in the centre, and to rigorous external quality assurance by SQA.

Units are assessed according to the Conditions of Assessment appropriate to the subject and level.

Where appropriate, some units are assessed through methods such as an assignment, practical activities, performance, or portfolio evidence.

Where other qualifications – such as a National Progression Award (NPA) – are included in a specific Award, assessment information is available in the QIP for NPAs.

The unit specifications stipulate the nature of unit assessment and are available on the Unit Search, along with [information on the Group Award](#).

### Further information

Awards are of variable size and may contain units that are at a lower or higher level than the level of the award. Where credit is at a lower level than the award, these units have not formed part of the Tariff calculation. Only units at or above the level of the award have been used for this purpose. Units in an Award at SCQF Level 6 which are above the level of the Award, have been calculated at UCAS grade band 7.

Students would generally not be expected to apply to undergraduate degree study directly with one or more Awards at SCQF Level 6, unless it is taken as part of a wider programme of learning, including Highers. For progression to short-cycle HE, such as HNC and HND, it may provide a more suitable pathway in Scotland, dependent on relevance, size, and whether taken alongside other qualifications at SCQF Level 6. Many of these students will then enter undergraduate degree study directly into the second or third year with their HNC or HND at Scottish HEPs. A smaller number will apply with their HNC or HND from Scotland to HEPs in England, Northern Ireland, or Wales.

Some students – particularly if taking Awards at school – will take them alongside Highers, though this may also be the case if taken at a tertiary college. There is, therefore, likely to be a relatively mixed pattern of qualifications for applicants to HEPs who hold an Award.

Under CfE, there is an enhanced emphasis on ensuring students undertake their learning journey, and the qualifications and assessment which support it, at a pace which best meets their needs, allowing them some personalisation and choice in the overall curriculum they engage with. As such, different patterns of provision and attainment among students are likely to emerge.

SQA's Group Award and unit specifications, and other supporting documentation for each Award subject are available at: [www.sqa.org.uk/sqa/41280.2540.html](http://www.sqa.org.uk/sqa/41280.2540.html)

[SQA's website](#).

View the [Scottish Credit and Qualifications Framework \(SCQF\) website](#).

## SQA National Certificate

### Purpose

National Certificates are not the standard entry requirement for Scottish applicants to Scottish universities, but are used for entry to short-cycle higher education (HE), such as Higher National Certificates (HNCs) and Higher National Diplomas (HNDs), offered in some Scottish HEPs. Some universities also consider them – usually alongside some achievement at Higher – for entry to certain HE programmes.

National Certificates also provide access to employment, further education, and training.

National Certificates are aligned to National Occupational Standards (NOS).

National Certificates are aimed at developing students' knowledge, understanding, and where appropriate, practical experience of a given area of vocational education.

The aim is to provide a solid basis for progression into further education and training, as well as higher education, while developing a more mature approach to study that will help sustain success in modern apprenticeships and HNC/HND study and beyond.

### Grading

This qualification is ungraded and is awarded upon candidates achieving a Pass in each of the units required to successfully complete the qualification.

The flexibility of National Certificates enables National Courses, such as Higher or certain graded units, to be included in their structure. Graded achievement from component National Courses is not, and should not, be taken as a proxy for the overall qualification.

### Assessment

Unit assessment may be undertaken at the end of each unit, or through holistic or combined assessment across two or more units.

Unit assessment is marked by the teacher or lecturer, and is not graded. It is subject to internal verification in the centre, and to rigorous external quality assurance by SQA.

Units are assessed according to the Conditions of Assessment appropriate to the subject the level.

Where appropriate, some units are assessed through methods such as an assignment, practical activities, performance, or portfolio evidence.

Where a National Course – such as a Higher – is included in a specific National Certificate, course assessment arrangements are explained in the QIP for Highers.

The unit specifications stipulate the nature of unit assessment, and are available on the Unit Search, along with [information on the Group Award](#).

### Further information

For National Certificates at SCQF Level 6, there are three UCAS Tariff points bands – Bands A, B, and C, which are based on the **minimum amount of SCQF credit points required to achieve**

**each of the individual Group Awards.** Band A includes National Certificates, where between 50-64% of credit points at SCQF Level 6 or higher are required to achieve the qualification. For Band B, it is 65-79%, and Band C 80-100%. At the development stage of each National Certificate subject, the minimum amount of credit points at SCQF Level 6 or above required to achieve the qualification is determined. Many students may achieve their National Certificate with a higher proportion of the minimum in the band range. SQA updates UCAS annually with any additional National Certificates or changes to existing subjects, which UCAS subsequently publishes on its online Tariff tables.

Few candidates apply to undergraduate degree study directly with a National Certificate at SCQF Level 6, unless it is taken as part of a wider programme of learning, including Highers. However, for progression to short-cycle HE, such as HNC and HND, it is a well-established pathway in Scotland. Many of these students will then enter undergraduate degree study directly into the second or third year at Scottish HEPs with their HNC or HND. A smaller number will apply with their HNC or HND from Scotland to HEPs in England, Wales, or Northern Ireland.

Some students – particularly if taking National Certificates at school – will take them alongside Highers. Also, other students will have taken Highers at school prior to studying for a National Certificate at a tertiary college. There is, therefore, likely to be a relatively mixed pattern of qualifications for applicants to HEPs who hold a National Certificate.

Under CfE, there is an enhanced emphasis on ensuring students undertake their learning journey and the qualifications and assessment which support it, at a pace which best meets their needs, allowing them some personalisation and choice in the overall curriculum they engage with. As such, different patterns of provision and attainment are likely to emerge among students.

SQA's Group Award and Unit specifications and other supporting documentation for each Award subject are available at: [www.sqa.org.uk/sqa/41280.2540.html](http://www.sqa.org.uk/sqa/41280.2540.html)

SQA's website is: [www.sqa.org.uk](http://www.sqa.org.uk)

The Scottish Credit and Qualifications Framework (SCQF) website is available at: [www.scqf.org.uk](http://www.scqf.org.uk)

## SQA National Progression Award (NPA)

### Purpose

National Progression Awards (NPAs) are not the standard entry requirement for Scottish applicants to Scottish universities, but, along with other qualifications at SCQF Level 6, may be used to help facilitate entry to short-cycle higher education (HE), such as Higher National Certificates (HNCs) and Higher National Diplomas (HNDs) offered in some Scottish HEPs. Some universities may also consider them – alongside achievement at Higher – for entry to certain HE programmes.

They generally tend to be considered by HEPs as qualifications that help students develop a range of additional skills or wider achievements that complement their learning journey in the Senior Phase of Curriculum for Excellence.

NPAs also provide access to employment, further education, and training.

NPAs are aligned to National Occupational Standards (NOS).

NPAs are aimed at developing students' knowledge and understanding and, where appropriate, practical experience of a given area of vocational education.

The aim is to provide a solid basis for progression into further education and training, as well as higher education, while developing students with a more mature approach to study that will help sustain success in modern apprenticeships and in HNC/HND study and beyond.

### Grading

This qualification is ungraded and is awarded upon candidates achieving a Pass in each of the units required to successfully complete the qualification.

The flexibility of NPAs enables other qualifications, including National Courses such as Higher or certain graded units, to be included in their structure. Graded achievement from component National Courses is not, and should not, be taken as a proxy for the overall qualification.

### Assessment

Unit assessment may be undertaken at the end of each unit, or through holistic or combined assessment across two or more units.

Unit assessment is marked by the teacher or lecturer and is not graded. It is subject to internal verification in the centre, and to rigorous external quality assurance by SQA.

Units are assessed according to the Conditions of Assessment appropriate to the subject and level.

Where appropriate, some units are assessed through methods such as an assignment, practical activities, performance, or portfolio evidence.

Where a National Course – such as a Higher – is included in a specific NPA, course assessment, arrangements are explained in the QIP for Highers.

The unit specifications stipulate the nature of unit assessment and are available on the Unit Search, along with [information on the Group Award](#).

## Further information

NPAs are of variable size and may contain units that are at a lower or higher level than the level of the award. Where credit is at a lower level than the award, these units have not formed part of the Tariff calculation. Only units at or above the level of the award have been used for this purpose. Units which are above the level of the award have been calculated at UCAS grade band 7.

Candidates would generally not be expected to apply to undergraduate degree study directly with a NPA at SCQF Level 6, unless it is at least an equivalent size to the National Certificate, and unless it is taken as part of a wider programme of learning, including Highers. However, for progression to short-cycle HE, such as HNC and HND, it may provide a more suitable pathway in Scotland, dependent on relevance, size, and whether taken alongside other qualifications at SCQF Level 6. Many of these students will then enter undergraduate degree study at Scottish HEPs directly into the second or third year with their HNC or HND. A smaller number will apply with their HNC or HND from Scotland to HEPs in England, Northern Ireland, or Wales.

Some students – particularly if taking NPAs at school – will take them alongside Highers. Also, other students will have taken Highers at school prior to studying for a NPA at a tertiary college. There is therefore likely to be a relatively mixed pattern of qualifications for applicants to HEPs who hold a NPA.

Under CfE, there is an enhanced emphasis on ensuring students undertake their learning journey and the qualifications and assessment which support it, at a pace which best meets their needs, allowing them some personalisation and choice in the overall curriculum they engage with. As such, different patterns of provision and attainment are likely to emerge.

SQA's Group Award, unit specifications, and other supporting documentation for each NPA subject are available at: [www.sqa.org.uk/sqa/41280.2540](http://www.sqa.org.uk/sqa/41280.2540).

[SQA website](#).

[Scottish Credit and Qualifications Framework \(SCQF\) website](#).



## T Level

### Purpose

The purpose of the T Level Technical Qualification is to ensure students have the knowledge, skills and behaviours needed to progress into skilled employment or higher level technical training relevant to the T Level.

### Grading

Pass, Merit, Distinction or Distinction\*.

### Assessment

The T Level Technical Qualification comprises two separate components:

The Core:

- Assessment is one or more written exams and an Employer Set Project, typically taken midway through the course.

The Occupational Specialism:

- A practical project or assignments, typically taken at the end of the course.

Both Technical Qualification components are assessed at level 3. Although the assessments may be taken at different points in the course, they assess separate content to a level 3 standard.

### Further information

T Levels are level 3 qualifications, currently available to 16-19 year old students. Applicants are likely to have experience of external assessment, practical assignments and synoptic assessment.

The key issues for Higher Education to consider are:

- The roll-out of T Levels is phased and currently limited to approved providers. All planned T Levels will be available by 2023.
- To achieve a T Level grade (Pass, Merit, Distinction, Distinction\*) a student must have achieved all components of their T Level.

- Applicants who do not meet all of the requirements and therefore don't have an overall grade for their T Level may nevertheless have grades for both the Core and Occupational Specialist in the Technical Qualification.

Further information can be found at:

[Introduction of T Levels - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Links to awarding organisation websites and specifications:

- [T Levels | Pearson qualifications](#)
- [T Levels \(ncfe.org.uk\)](https://ncfe.org.uk)
- [T Levels - Technical education | City & Guilds \(cityandguilds.com\)](https://cityandguilds.com)

## TLM Applied Generals (reformed)

### Qualification code

[601/8775/X](#) (TLM Level 3 Certificate in User Skills in Cloud Systems and Services (ITQ))

### Purpose

The Department for Education (DfE) describes Applied General qualifications as follows:

Applied General qualifications are rigorous advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied General qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right, or being accepted alongside and adding value to other qualifications at Level 3, such as A levels. Higher education providers, such as universities, have pledged support for all approved applied general qualifications listed.

### Grading

A\* – E

### Assessment

As noted in 'Education Context' to be classified as an Applied General qualification, the qualification in question must meet certain criteria. This includes:

- a minimum of 40% external assessment
- a minimum of 60% mandatory core content
- an element of synoptic assessment
- there is a single resit opportunity

The above are the minimum requirements set out by the Department for Education. However, the application of these may differ by awarding organisation, therefore if providers require full assessment detail, they should review the specification of the individual qualification they are interested in.

### Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

The popularity of Applied Generals has risen over recent years. The entry rate for the combined BTEC only and A level and BTEC groups was 6% in 2016, up from 5.8% in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors, and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.

- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer-making, and decision-making strategies in relation to these qualifications.
- The reformed and interim reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means HEPs that require certain levels of achievement in particular units, or ask for specific units to satisfy subject knowledge requirements, should familiarise themselves with the new content specifications to ensure these requirements are still valid. It should be noted that not all students will be able choose their optional units, and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer-making, and decision-making strategies.

[DfE 2019 Technical Guidance](#)

Qualification specifications: [Purpose Statement and Structure](#)

Any other appropriate links: [Detailed Delivery Guidance](#)

## TQUK Design, Engineer, Construct! (DEC!) The Digital Built Environment (RQF)

### Qualification codes

[603/1993/8](#) (TQUK Level 3 Diploma in Design, Engineer, Construct! The Digital Built Environment (RQF))

[603/2052/7](#) (TQUK Level 3 Certificate in Design, Engineer, Construct! The Digital Built Environment (RQF))

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The Design, Engineer, Construct! The Digital Built Environment suite of qualifications has been developed from the Design Engineer Construct!® Learning Programme developed by Class Of Your Own Limited to support the Government's 'Building Schools for the Future' school building programme. The purpose of the programme is to develop awareness of the career opportunities for professionals who work in Architecture, Engineering and Construction ('AEC') sectors, and bring real-world applications to core subjects.

The purpose of the TQUK Level 3 Diploma in Design Engineer Construct! is to recognise learning at Level 3 relevant to digital building design, engineering, and construction, with an emphasis on social, economic, and environmental sustainability. It is suitable for students who are interested in pursuing technical and professional careers in the Built Environment, providing them with a solid understanding of the people and processes involved in the development and delivery of building projects. The qualifications are accessible to students in secondary schools, university technical colleges, further education colleges, international schools, and other education providers. The Level 3 Certificate in Design Engineer Construct! addresses the first half of the Diploma programme.

DEC! aims to address the lack of young technical and professional built environment talent, through the delivery of a dedicated curriculum subject, which develops a range of skills and knowledge fundamental to successful engagement in the 21st century digital industry, creating awareness of the range of career opportunities in architecture, engineering, and construction ('AEC').

The themes of social, environmental, and economic sustainability run throughout the programme, and students discover how to minimise their own, and their communities', impact on the planet through role play and project-based learning. They understand the value of inclusivity and diversity, designing for a world where everyone matters.

The DEC! suite integrates creativity and applied science, technology, engineering, and mathematics in the context of the Digital Built Environment, within the context of recognised qualifications across three progressive levels:

- TQUK Level 1 Certificate in Design, Engineer, Construct! The Digital Built Environment (RQF)
- TQUK Level 2 Certificate in Design, Engineer, Construct! The Digital Built Environment (RQF)
- TQUK Level 3 Certificate in Design, Engineer, Construct! The Digital Built Environment (RQF)
- TQUK Level 3 Diploma in Design, Engineer, Construct! The Digital Built Environment (RQF)

## Grading

The qualifications are graded using the grading system A\*/A/B/C/D/E. The overall grade for the qualifications is calculated using a points-based system. A point score is awarded for each assessment component (exam and portfolio), before being weighted, combined, and translated into a grade.

## Internal assessment portfolio marking

The internal assessor will mark the portfolio tasks in accordance with the clear levels of attainment contained in the assessment brief. Each attainment level per task is allocated a mark. Each task is eligible to achieve a between one – six marks. Less than one constitutes a fail in that task, and therefore in that unit. The marks for each task per unit are added together to create a score and point per unit. The unit points are then added to create an overall grade for the portfolio for submission to the awarding organisation.

## External exam marking

The TQUK external assessors are required to mark the exam in accordance with the pre-standardised mark scheme. All papers are then subject to the application of variable marking boundaries to maintain comparable standards over time. There is a minimum pass mark per unit of six marks. Students are eligible to achieve up to ten marks per unit. Variable marking boundaries are then applied to each paper that achieved the minimum pass mark.

## Calculating the qualification grade

The grade from the portfolio and the grade from the exam are converted into points. The portfolio and exam points are then weighted as follows:

- 50% portfolio: points X 0.5 to weight the portfolio score
- 50% exam: points X 0.5 to weight the exam score

Weighted points are added to produce a final points score. These points are used to determine the overall grade for the qualification.

All assessments are required to have a minimum of Grade E awarded for the student to achieve a final grade. Students who do not reach a minimum of Grade E for all assessments will not be awarded the qualification.

## Assessment

The qualification is assessed by a combination of internally set and marked assessments, subject to external quality assurance and an externally set examination. The internally marked portfolio is weighted as 50%, and the externally set and marked exam at 50%.

The externally set and marked element is composed of a two-hour exam. The exam serves as the synoptic element of the assessment in accordance with DfE requirements.

## External moderation – portfolio

Each scheduled exam window will have a corresponding window in which portfolios will be quality assured by TQUK, prior to confirmation of the final grade. Prior to this window, all assessment and internal quality assurance activities related to the portfolios will need to be completed by the centre, and the provisional marks and grades reported to TQUK. TQUK will then use this information to arrange an external quality assurance activity with the centre. This external quality assurance process is intended to confirm the marks which the assessors have awarded to the students for individual assessments, and to ensure the internal quality assurance procedures and outcomes are in line with the expectations of the TQUK external quality assurance team. It is possible that the result of these external quality assurance checks will result in the adjustment of marks awarded by individual assessors. It is expected that the centre IQA will already have taken a view on the marks awarded by assessors, and made adjustments where they see fit.

## External moderation – exam

TQUK will conduct external moderation on the exam scripts which are completed by students. This moderation will occur in several stages from the marking of the scripts submitted by all students in the given exam window, through to the final awarding and confirmation of grades by TQUK.

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- some of these qualifications are occupational, and may not be designed specifically for progression to HE
- applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications
- these qualifications may have been taken as part of a wider study programme or apprenticeship

- these qualifications are 360 (Diploma) and 180 (Certificate) GLH. If they are presented for admission to HE, it is likely to be in conjunction with other qualifications

Qualification specifications and purpose statements can be found on the [TQUK](#) website.



## TQUK Level 3 Diploma in Digital and Technical Skills for the Workplace (RQF)

### Qualification code

[610/2703/0](#)

### Purpose

The purpose of the diploma in digital and technical skills for the workplace is provide learners with the knowledge and skills required to thrive in the modern digital work environment. This qualification aims to provide learners with the digital literacy necessary to excel in a wide range of professional settings.

The qualification contains 9 mandatory units.

### Grading

The TQUK Level 3 Diploma in Digital and Technical Skills for the Workplace is graded A\*-E. Grading is applicable to all units and these will be aggregated into an overall final grade.

### Assessment

The qualification is assessed via an portfolio of evidence using internally set and marked assessments which is subject to external quality assurance.

### Further information

Successful learners can apply for entry into job roles such as:

- Digital Design
- Project Management
- Web Design and Development
- User Experience Design
- Interaction Design
- Digital Marketing
- Leadership, Management, and Business Coaching • Data Management

Learners can also progress into higher education programs in similar subject areas, where they can further develop and hone their digital and technical skills. This qualification lays a strong foundation for advanced study in fields such as computer science, information technology, digital media, and other related disciplines

Full Specification can be found on TQUK's website.



## UAL Applied Generals (interim-reformed)

### Qualification codes

[600/2826/9](#) (Extended Diploma in Art and Design)

[600/2827/0](#) (Diploma in Art and Design)

[500/5316/4](#) (Diploma in Art and Design – Foundation Studies)

[601/3987/0](#) (Extended Diploma in Creative Media Production and Technology)

[601/3986/9](#) (Diploma in Creative Media Production and Technology)

[601/1790/4](#) (Extended Diploma in Performing and Production Arts)

[601/1780/1](#) (Diploma in Performing and Production Arts)

### Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous, advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied General qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at Level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

UAL Level 3 Diplomas and Extended Diplomas are qualifications which have been designed to provide students with the knowledge, skills and understanding necessary to access and progress to higher levels of study and employment in the creative sectors: art and design, creative and media production, and the performing and production arts.

### Grading

Individual units are graded: Pass, Merit, Distinction.

The Diploma and Extended Diploma are graded overall: Pass, Merit, Distinction.

### Assessment

All units for these qualifications are internally assessed. They do not currently include any externally-assessed units.

Students are set assignments/projects which may be in the form of briefs, scenarios, problem solving exercises, and/or research investigations. Where possible they are contextualised using realistic, work-related scenarios and may be provided by local employers.

All assessments are criterion-referenced, based on the achievement of specified learning outcomes. Each unit within a qualification has specified assessment criteria.

Assessment and grading are subject to internal and external moderation.

Providers wishing to deliver UAL qualifications require approval from the awarding organisation.

## Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

Applicants holding interim-reformed Applied General qualifications may not have had experience of external or synoptic assessment.

The popularity of Applied Generals has risen over recent years. The entry rate for applicants holding at least one BTEC (either alone or in combination with A levels) was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that do not meet the full DfE criteria from 2018:

- The fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the fully-reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

[View DfE's technical guidance](#)

[Visit the UAL website for more information about the full range of subject titles \(including the content and assessment\) of the Level 3 UAL qualifications](#)

## UAL Applied Generals (reformed)

### Qualification codes

[603/1457/6](#) (UAL Level 3 Applied General Diploma in Art & Design)

[603/1459/X](#) (UAL Level 3 Applied General Extended Diploma in Art & Design )

### Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied General qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at Level 3, such as A levels. Higher education providers, such as universities, have pledged support for all approved Applied General qualifications listed.

The UAL Level 3 Applied General Diploma and Extended Diploma in Art & Design provides post-16 students with the skills, knowledge, and understanding necessary to progress into further or higher education and training. The skills developed throughout these qualifications may also support students to progress into appropriate entry level roles in employment, and training programmes or apprenticeships in the creative industry. They provide an opportunity for those who have an interest in the visual arts to explore, develop, and test their creativity within a qualification structure which is stimulating and demanding, and provides a supportive transition from further to higher education.

The content of the qualifications was developed collaboratively with experts from universities, further education colleges, and sixth form colleges.

There are no formal entry requirements for these qualifications. However, it is recommended that students have a minimum of four GCSEs, at grade 4 or grade C or above, at least one of which should be in an art and design subject, or the equivalent Level 2 qualification in an appropriate subject. There are no age restrictions for these qualifications. The majority of students are 16 – 18 year olds, but some are 19 and over. The UAL Level 3 Applied General Diploma and Extended Diploma in Art & Design are not currently available as part of an apprenticeship.

### Who supports the qualifications?

Letters of support can be found on the UAL Awarding Body website at: [www.arts.ac.uk/about-ual/awarding-body/qualifications](http://www.arts.ac.uk/about-ual/awarding-body/qualifications).

### Grading

#### Awarding the qualification grade

UAL Level 3 Applied General Diploma in Art & Design

The final grade for the UAL Level 3 Applied General Diploma in Art & Design is determined entirely by the grade achieved in Unit 1. The final grade for this qualification is based on a structure of Fail, Pass, Merit, and Distinction.

## UAL Level 3 Applied General Extended Diploma in Art & Design

The grades for Unit 1 and Unit 2 are based on a structure of Fail, Pass, Merit, and Distinction. The final grade for the UAL Level 3 Applied General Extended Diploma in Art & Design is determined by aggregating the grades achieved in both units on a 50/50 basis, to be awarded one of five grades Pass, High Pass, Merit, High Merit, or Distinction.

Both units are weighted equally, due to their significance in developing competence in art and design practice. The table below shows how both units are aggregated to form the overall grade of the qualification.

Unit 1 (weighted 50%)	Unit 2 (weighted 50%)	Qualification grade
Distinction	Distinction	Distinction
Merit	Distinction	High Merit
Pass	Distinction	Merit
Distinction	Merit	High Merit
Merit	Merit	Merit
Pass	Merit	High Pass
Distinction	Pass	Merit
Merit	Pass	High Pass
Pass	Pass	Pass

### Assessment

As noted in 'Education context', to be classified as an Applied General qualification, the qualification in question must meet certain criteria. This includes:

- a minimum of 40% external assessment
- a minimum of 60% mandatory core content
- an element of synoptic assessment
- there is a single resit opportunity

The above are the minimum requirements set out by the Department for Education.

## Assessment and moderation

Assessment is the process of measuring students' skills, knowledge, and understanding against the standards set in a qualification.

The assessment for the UAL Level 3 Applied General Diploma in Art & Design consists of one type of assessment:

- External assessment – tasks are set, assessed, and graded by UAL Awarding Body, and are taken under controlled conditions

The assessment for the UAL Level 3 Applied General Extended Diploma in Art & Design consists of two types of assessment:

- External assessment – tasks are set, assessed, and graded by UAL Awarding Body, are taken under controlled conditions, and are completed at the end of Unit 1
- Internal assessment – students produce a portfolio of evidence, which is assessed and graded by centre staff, and externally moderated by UAL Awarding Body at the end of Unit 2.

## External assessment

The single external assessment (Unit 1) is:

- 100% of the grade of the Diploma
- 50% of the grade of the Extended Diploma

The design of this assessment ensures there is sufficient stretch and challenge, enabling the assessment of knowledge, understanding, and skills at the end of the learning period. The external assessment is synoptic and is based on set tasks that require students to demonstrate that they can identify and use an appropriate selection of skills, techniques, concepts, theories and knowledge from across Unit 1 in an integrated way.

## Setting the assessment

The external assessment is set and marked by UAL Awarding Body, and assesses students' skills, knowledge, and understanding of the learning undertaken in Unit 1 – Diagnostic Investigation in Art and Design. The external assessment is in the style of set tasks. UAL Awarding Body requires students to demonstrate their understanding and application of knowledge and skills, through the completion of a series of tasks, and in response to a set theme. Students must have a thorough understanding of unit content prior to commencing the external assessment. Work produced prior to external assessment must not be used as evidence in the external assessment.

## Conducting the assessment

The external assessment will involve:

1. A preparatory period (ten hours recommended), following receipt of the set brief, students will conduct initial research, planning, and prepare their response to a series of tasks.
2. Supervised time (173 hours), following the preparatory period, students must complete 173 hours of work under supervised conditions, and undertake further research, experiment with a range of materials, processes, and techniques, and produce their final outcome or series of outcomes, informed by their preparatory work. The first three hours of supervised time must be consecutive, and should be used by students to complete their project proposal. Preparatory work and the rest of the work produced in the supervised time must be stored securely in between sessions of supervised time. The work produced during the supervised time must be clearly identified as such.
3. Invigilated time (12 hours), students must complete a number of specific tasks in a set time, under invigilated conditions, and prepare their work and complete their final evaluation. Further instructions on how to administer the external assessment, and the conditions under which it must be sat, are issued with the external assessment materials.

## Internal assessment

The single internal assessment is 50% of the grade of the Extended Diploma. The internal assessment is also synoptic, and requires students to demonstrate they can identify and use an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the entire qualification in an integrated way.

## Setting the assessment

The assessment approach is set by UAL Awarding Body, and is designed to assess students' skills, knowledge, and understanding of the learning undertaken in Unit 1 and Unit 2. Students must develop a self-initiated project within the parameters set by UAL Awarding Body.

A student's achievement will be assessed through their portfolio of evidence. The portfolio of evidence must include:

- a completed project proposal
- records of planning, research, and ideas development
- records of analysis and reflection
- records of project development and realisation
- records of presentation and communication
- setting final evaluation

Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and grading criteria. However, recommended forms of evidence could include:



- records of planning, research, and ideas development presented in workbooks, digital format, notebooks, or personal reflective journals
- records of analysis and reflection presented in workbooks, digital format, notebooks, or personal reflective journals
- records of project development and realisation presented in workbooks, digital format, visual development work, images, designs, media, artefacts, notebooks, or personal reflective journals
- records of presentations and communications presented in workbooks, digital format, notebooks, or personal reflective journals.

UAL Awarding Body has created a template and supporting guidance for the project proposal which must be used for Unit 2, and must form part of the assessment evidence. UAL Awarding Body maintains quality oversight of assessments through the process of external moderation, whereby trained external moderators sample assessment and grading decisions to ensure they are in line with the required standards.

## **Preparing for assessment**

Students must have a thorough understanding of unit content prior to commencing the assessment. Centres will need to ensure that they specify times in which all students must complete specific tasks, or guide their independent working over a number of weeks. With both approaches, tutors must give students formative feedback on their progress at defined points. UAL Awarding Body also requires centres to set controls for the time, resources, supervision, and opportunities for collaboration.

## **Further information**

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16 – 19 year old students who want to develop transferable knowledge and skills.

The popularity of Applied Generals has risen over recent years. The entry rate for the combined BTEC only and A level and BTEC groups was 6 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors, and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer-making, and decision-making strategies in relation to these qualifications.
- The reformed and interim reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to

consider their approach to setting and listing entry requirements for the specific qualifications.

- The dual running of the qualification may result in applicants declaring the incorrect version on their application. UCAS will be working to support applicants and advisers in this area.
- A larger mandatory core means HEPs who that require certain levels of achievement in particular units, or ask for specific units to satisfy subject knowledge requirements that should familiarise themselves with the new content specifications to ensure these requirements are still valid. It should be noted that not all students will be able choose their optional units, and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer-making and decision-making strategies.

[View DfE's technical guidance.](#)

UAL Awarding Body website: [www.arts.ac.uk/about-ual/awarding-body](http://www.arts.ac.uk/about-ual/awarding-body)

Qualification specifications:

[UAL Level 3 Applied General Diploma and Extended in Art & Design](#)

## UAL Level 3 Diploma and Extended Diploma in Fashion Business and Retail

### Qualification codes

[601/6483/9](#) (UAL Level 3 Diploma in Fashion Business and Retail)

[601/6484/0](#) (UAL Level 3 Extended Diploma in Fashion Business and Retail)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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### Overview

The UAL Level 3 Diploma and Extended Diploma in Fashion Business and Retail have been designed to provide students with the skills, knowledge, and understanding necessary to progress to further study and training in a range of fashion business and retail disciplines. They have been designed for students who have an interest in fashion business and retail, who wish to explore and extend this interest via a full-time, immersive learning experience. Many students will have identified a specific career in the creative industries they wish to progress to (e.g. range buyer, range planner, fashion management, fashion marketing, visual merchandising, etc.), using this qualification to build on skills and knowledge acquired via Level 2 qualifications such as the UAL Level 2 Diploma in Fashion Business and Retail or GCSEs.

The content of the UAL Level 3 Diploma and Extended Diploma in Fashion Business and Retail was developed with representatives from universities, further education colleges, sixth form colleges, and employers to ensure it provides students with the skills, knowledge, and understanding needed to progress to the next level of education and training.

The qualification enables students to:

- have a critical and contextual awareness of different perspectives and approaches within fashion business and retail, or related subjects of study, or work
- research, analyse, and evaluate relevant information and ideas in order to develop creative solutions
- understand, adapt, and safely use appropriate and practical methods and skills for creative production
- solve complex problems through the application of practical, theoretical, and technical understanding
- critically review the effectiveness and appropriateness of methods, actions, and results

- use evaluative and reflective skills to take responsibility for own learning, development, and decision-making
- take responsibility for the research, planning, time management, and actions to access progression opportunities
- effectively present themselves and their work to appropriate audiences

UAL Awarding Body recommends that students have a minimum of four GCSEs at grade C or above, or an equivalent Level 2 qualification in a relevant subject. There are no age restrictions for this qualification. The majority of students are 16-18 year olds, but some are 19 and over. The UAL Level 3 Extended Diploma in Fashion Business and Retail is not currently available as part of an apprenticeship.

## Who supports the qualifications?

The qualifications are recognised as providing students with opportunities to develop the skills, knowledge, and understanding they need to progress to the next level of education and training, usually in conjunction with other qualifications, by the following universities:

- London College of Fashion
- Sheffield Hallam University
- University for the Creative Arts

Letters of support from these institutions can be found on the UAL Awarding Body website at: [www.arts.ac.uk/about-ual/awarding-body/qualifications](http://www.arts.ac.uk/about-ual/awarding-body/qualifications).

## Grading

The overall grade for the Level 3 **Diploma** in Fashion Business and Retail is determined by the student's achievement in the final unit of the qualification, Unit 8: Collaborative fashion retail project. The unit is graded Pass, Merit, Distinction. A student who submits evidence that fails to meet the assessment criteria will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence within a time frame agreed by the centre and confirmed by UAL Awarding Body.

The grades that can be achieved are:

- **Distinction:** to achieve a Distinction grade, a student must achieve all the assessment criteria listed in Unit 8, in addition to all the Merit grade criteria and the entire Distinction grade criteria
- **Merit:** to achieve a Merit grade, a student must achieve all the assessment criteria listed in Unit 8, in addition to the entire Merit grade criteria
- **Pass:** to achieve a Pass grade, a student must achieve all the assessment criteria listed in Unit 8
- **Fail:** if the candidate is unable to provide further evidence that meets the assessment criteria, they will receive a Fail grade

- **Referral:** if a student provides insufficient evidence to meet all the assessment criteria, they are referred. The student has one further opportunity to redeem the Referral by the submission of additional evidence within a time frame agreed by the centre and confirmed by UAL Awarding Body

The final grade of the Diploma is awarded on the basis of the unit grade assigned to Unit 8: Collaborative fashion retail project.

In the Level 3 **Extended Diploma** in Fashion Business and Retail, units 12 and 13 together make up the learning and assessment activities for the final project and will determine the grade achievement at Level 3. Unit 12 is internally assessed and graded, and contributes 40% of the mark for the final grade. All internal assessment and grading decisions are subject to external moderation. Unit 13 is internally assessed and graded and contributes 60% of the mark for the final grade. All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

- **Distinction:** to achieve a Distinction grade, a student must achieve all of the assessment criteria listed in Unit 12, in addition to all the Merit and the entire Distinction grade criteria
- **Merit:** to achieve a Merit grade, a student must achieve all the assessment criteria listed in Unit 12, in addition to the entire Merit grade criteria
- **Pass:** to achieve a Pass grade, a student must achieve all the assessment criteria listed in Unit 12
- **Fail:** if the student is unable to provide further evidence that meets the assessment criteria, they will receive a Fail grade
- **Referral:** if a student provides insufficient evidence to meet all the assessment criteria, they are referred. The student has one further opportunity to redeem the Referral by the submission of additional evidence within a timeframe agreed by the centre and confirmed by UAL Awarding Body

### Awarding the **Extended Diploma:**

The final grade of the Extended Diploma is awarded on the basis of the grades assigned to Unit 12: Project proposal for extended project in fashion business and retail, and Unit 13: Extended project in fashion business and retail. The two individual unit grades, weighted 40% and 60% respectively, are aggregated to provide the overall qualification grade. The final grade is based on a structure of Pass, High Pass, Merit, High Merit, and Distinction.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade:

Unit 12 (40% weighting)	Unit 13 (60% weighting)	Qualification grade
Distinction	Distinction	Distinction

Distinction	Merit	Merit
Distinction	Pass	High Pass
Merit	Distinction	High Merit
Merit	Merit	Merit
Merit	Pass	Pass
Pass	Distinction	Merit
Pass	Merit	High Pass
Pass	Pass	Pass

UAL Awarding Body will issue the final grade to the centre.

## Assessment

Units 1 – 7 and 9 – 11 of the Level 3 Extended Diploma in Fashion Business and Retail are internally assessed and internally verified through students’ portfolios of evidence, and are subject to UAL Awarding Body’s external quality assurance.

Unit 8, the final unit of the Level 3 **Diploma** in Fashion Business and Retail, determines the grade achievement at Level 3. Evidence is internally assessed and verified, and externally moderated through students’ portfolios of evidence against the assessment and grading criteria for the unit.

Units 12 and 13, the final units of the Level 3 **Extended Diploma** in Fashion Business and Retail, together make up the learning and assessment activities for the final project and determine the achievement grade. For Unit 12, evidence is assessed against the grading criteria and contributes 40% of the mark for the final grade. The unit is graded Fail, Pass, Merit, or Distinction. The remaining 60% of the final overall grade is determined by student performance in Unit 13. This is internally assessed and verified, and externally moderated through students’ portfolios of evidence against the assessment and grading criteria for the unit. The unit is graded Fail, Pass, Merit, or Distinction. The two grades are aggregated to provide the final overall grade for the qualification: Pass, High Pass, Merit, High Merit, Distinction.

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.

- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
  - These qualifications may have been taken as part of a wider study programme or an apprenticeship.
  - If they are presented for admission to HE it is likely to be in conjunction with other qualifications.
- 

The units in the qualifications focus on the underpinning skills, knowledge, and understanding that support all fashion business and retail activity to prepare students for progression to higher education, employment, or an apprenticeship.

Students achieving the qualifications have a number of routes open to them. Many choose to progress to a more specialist Level 4 course, some progress to higher education, while others go straight into industry roles, for example (but not limited to) stylist assistant, junior merchandiser or shop floor assistant.

Progression information is captured at the point of results submission, and is published annually in the UAL's chief examiner reports (by qualification).

UAL Awarding Body website: [www.arts.ac.uk/about-ual/awarding-body](http://www.arts.ac.uk/about-ual/awarding-body)

Further information available here: <https://www.arts.ac.uk/partnerships/ual-awarding-body/qualifications/fashion/ual-level-3-diploma-and-extended-diploma-in-fashion-business-and-retail>

## UAL Level 3 Diploma and Extended Diploma in Music Performance and Production

### Qualification codes

[601/6472/4](#) (UAL Level 3 Diploma in Music Performance and Production)

[601/6475/X](#) (UAL Level 3 Extended Diploma in Music Performance and Production)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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### Overview

The UAL Level 3 Diploma and Extended Diploma in Music Performance and Production have been designed to provide students with the skills, knowledge, and understanding necessary to progress to further study and training in a range of music performance and production disciplines. They have been designed for students who have an interest in music performance and/or music production, who wish to explore and extend this interest via a full-time, immersive learning experience. Many students will have identified a specific career in the creative industries that they wish to progress to (e.g. performer, songwriter, producer, engineer, etc.), using this qualification to build on skills and knowledge acquired via Level 2 qualifications such as the UAL Level 2 Diploma in Music Performance and Production or GCSEs.

The content of the UAL Level 3 Diploma and Extended Diploma in Music Performance and Production was developed with representatives from universities, further education colleges, sixth form colleges, and employers to ensure it provides students with the skills, knowledge, and understanding needed to progress to the next level of education and training.

The qualification enables students to:

- have a critical and contextual awareness of different perspectives and approaches in music performance and production, or related subjects of study, or work
- research, analyse and evaluate relevant information and ideas to develop creative solutions
- understand, adapt, and safely use appropriate and practical methods and skills for creative production
- solve complex problems through the application of practical, theoretical, and technical understanding
- critically review the effectiveness and appropriateness of methods, actions, and results



- use evaluative and reflective skills to take responsibility for own learning, development, and decision making
- take responsibility for the research, planning, time management, and actions to access progression opportunities
- effectively present themselves and their work to appropriate audiences

UAL Awarding Body recommends that students have a minimum of four GCSEs at grade C or above, at least one of which should be in a music performance or production subject, or an equivalent Level 2 qualification in a relevant subject. There are no age restrictions for this qualification. The majority of students are 16-18 year olds, but some are 19 and over. The UAL Level 3 Diploma and Extended Diploma in Music Performance and Production is not currently available as part of an apprenticeship.

## Who supports the qualifications?

The qualifications are recognised by the following providers as providing students with opportunities to develop the skills, knowledge, and understanding they need to progress to the next level of education and training, usually in conjunction with other qualifications:

- Colchester Institute
- Sussex Downs College
- West Suffolk College
- Amersham & Wycombe College

Letters of support from these institutions can be found on the UAL Awarding Body website at: [www.arts.ac.uk/about-ual/awarding-body/qualifications](http://www.arts.ac.uk/about-ual/awarding-body/qualifications).

## Grading

The overall grade for the Level 3 **Diploma** in Music Performance and Production is determined by the student's achievement in the final unit of the qualification, Unit 8: collaborative music performance and production project. The unit is graded Pass, Merit, Distinction. A student who submits evidence that fails to meet the assessment criteria will be referred. The formative units, 1-7 and 9-11, are awarded a grade of Pass only.

The grades that can be achieved are:

- **Distinction:** to achieve a Distinction grade, a student must achieve all the assessment criteria listed in Unit 8, in addition to all the Merit grade criteria, and the entire Distinction grade criteria
- **Merit:** to achieve a Merit grade, a student must achieve all the assessment criteria listed in Unit 8 in addition to the entire Merit grade criteria
- **Pass:** to achieve a Pass grade, a student must achieve all the assessment criteria listed in Unit 8

- **Fail:** if the student is unable to provide further evidence that meets the assessment criteria, they will receive a Fail grade
- **Referral:** if a student provides insufficient evidence to meet all the assessment criteria, they are referred. The student has one further opportunity to redeem the Referral by the submission of additional evidence within a time frame agreed by the centre and confirmed by UAL Awarding Body

In the Level 3 **Extended Diploma** in Music Performance and Production, Units 12 and 13 together make up the learning and assessment activities for the final project and determine the grade achievement at Level 3. Unit 13 is internally assessed and graded and contributes 60% of the mark for the final grade. Units 12 and 13, the summative units of the Extended Diploma, can be awarded a grade of Pass, Merit, or Distinction, and are aggregated to provide the final grade for the qualification. All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

- **Distinction:** to achieve a Distinction grade, a student must achieve all the assessment criteria listed in Unit 13, in addition to all the Merit grade criteria and the entire Distinction grade criteria
- **Merit:** to achieve a Merit grade, a student must achieve all the assessment criteria listed in Unit 13, in addition to the entire Merit grade criteria
- **Pass:** to achieve a Pass grade, a student must achieve all the assessment criteria listed within Unit 13
- **Fail:** if the student is unable to provide further evidence that meets the assessment criteria, they will receive a Fail grade
- **Referral:** if a student provides insufficient evidence to meet all the assessment criteria, they will be referred. The student has one further opportunity to redeem the Referral by the submission of additional evidence within a time frame agreed by the centre and confirmed by UAL Awarding Body

### Awarding the **Extended Diploma:**

The final grade for the Extended Diploma is awarded on the basis of the grades assigned to Unit 12: Project proposal for extended project in music performance and production, and Unit 13: Extended project in music performance and production. The two individual unit grades, weighted 40% and 60% respectively, are aggregated to provide the overall qualification grade. The final grade is based on a structure of Pass, High Pass, Merit, High Merit, and Distinction.

The table below shows how the accumulation of each unit grade is aggregated to form the overall qualification grade:

Unit 12 (40% weighting)	Unit 13 (60% weighting)	Qualification grade
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Distinction	Distinction	Distinction
Distinction	Merit	Merit
Distinction	Pass	High Pass
Merit	Distinction	High Merit
Merit	Merit	Merit
Merit	Pass	Pass
Pass	Distinction	Merit
Pass	Merit	High Pass
Pass	Pass	Pass

UAL Awarding Body issues the final grade to the centre.

## Assessment

Units 1 – 7 and Units 9 – 11 of the Level 3 Extended Diploma in Music Performance and Production are internally assessed and internally verified through students’ portfolios of evidence, and are subject to UAL Awarding Body’s external quality assurance.

Unit 8, the final unit of the Level 3 **Diploma** in Music Performance and Production, determines the grade achievement at Level 3. Evidence is internally assessed and verified, and externally moderated through students’ portfolios of evidence against the assessment and grading criteria for the unit.

Units 12 and 13, the final units of the Level 3 **Extended Diploma** in Music Performance and Production, together make up the learning and assessment activities for the final project and determine the achievement grade. For Unit 12, evidence is assessed against the grading criteria and contributes 40% of the mark for the final grade. The unit is graded Fail, Pass, Merit, or Distinction. The remaining 60% of the final overall grade is determined by student performance in Unit 13. This is internally assessed and verified, and externally moderated through students’ portfolios of evidence against the assessment and grading criteria for the unit. The unit is graded Fail, Pass, Merit, or Distinction. The two grades are aggregated to provide the final overall grade for the qualification: Pass, High Pass, Merit, High Merit, Distinction.

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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The units in the qualifications focus on the underpinning skills, knowledge, and understanding that support all music performance and production activity to prepare students for progression to higher education, employment, or an apprenticeship.

Students studying the qualifications have a number of routes open to them. Many choose to progress to a more specialist Level 4 course, some progress to higher education while others go straight into employment.

Progression information is captured at the point of results submission and is published annually in the UAL's chief examiner reports (by qualification).

UAL Awarding Body website: [www.arts.ac.uk/about-ual/awarding-body](http://www.arts.ac.uk/about-ual/awarding-body)

UAL Level 3 Diploma and Extended Diploma in Music Performance and Production: [www.arts.ac.uk/about-ual/awarding-body/qualifications/music/level-3-dip...](http://www.arts.ac.uk/about-ual/awarding-body/qualifications/music/level-3-dip...)

UAL Level 3 Diploma and Extended Diploma in Music Performance and Production: [www.arts.ac.uk/partnerships/awarding-body/qualifications/music/level-3-...](http://www.arts.ac.uk/partnerships/awarding-body/qualifications/music/level-3-...)

## UAL Level 3 Diploma for Fashion Studio Assistant

### Qualification code

[603/1404/7](#) (UAL Level 3 Diploma for Fashion Studio Assistant)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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The UAL Level 3 Diploma for Fashion Studio Assistant has been designed to provide students with the skills, knowledge, and understanding necessary to work in the fashion industry, with a specific focus on working in a fashion studio. The qualification has been developed in collaboration with the British Fashion Council, Creative Skillset, and representatives from industry, universities, further education colleges, and employers. It provides students with the skills, knowledge, and understanding needed to prepare them for employment and/or support a role in the workplace.

This qualification has primarily been developed to support the delivery of the Fashion Studio Assistant Apprenticeship standard. However, it can also be delivered as a standalone qualification. The objectives of this qualification are to give students the opportunity to:

- develop and demonstrate industry knowledge to support their competence development
- develop and demonstrate a range of technical skills and behaviours to support their competence development
- progress their personal growth and engagement in learning
- achieve a recognised qualification

It is expected that the majority of individuals enrolled on this qualification will be new to the industry. However, those who are currently working in the industry can use this qualification to accredit their existing skills and knowledge, while providing opportunities to develop them further. Through completion of this qualification, employers should recognise an individual's ability to work to the recognised standard.

This qualification is suitable for students aged 18 and above. There are no specific entry requirements, although it may be beneficial if students have undertaken a Level 2 qualification in an appropriate related qualification. This qualification may be delivered as part of the Fashion Studio Apprenticeship standard, or as a standalone qualification. For those who already work in a fashion studio, this qualification can accredit their existing skills and knowledge, while providing opportunities to develop these further.

## Who supports this qualification?

This qualification is recognised as preparing students for progression into employment. The following employers endorse this qualification:

- Roksanda Ilincic
- Tom Lipop
- Matthew Miller Ltd
- LR Studio Ltd
- Richard James
- Osman Yousefzada
- Christopher Raeburn
- Lou Dalton
- Burberry
- Marios Schwab Ltd
- Mulberry
- Jonathan Saunders Ltd
- Jasper Conran Ltd

Letters of support can be found on the UAL Awarding Body website at: [www.arts.ac.uk/about-ual/awarding-body/qualifications/fashion/level-3-a...](http://www.arts.ac.uk/about-ual/awarding-body/qualifications/fashion/level-3-a...)

## Grading

The qualification and all units are graded Pass/Fail.

## Assessment

All units that make up the UAL Level 3 Diploma for Fashion Studio Assistant are internally assessed and verified by qualified staff within a centre, and externally moderated by UAL Awarding Body. All assignments and projects are devised by the centre, or must provide appropriate opportunities for students to generate the evidence required to meet the assessment criteria for the unit or units that the assignment or project relates to. Students are required to develop a portfolio of evidence for all assignments and projects set. There is no external assessment in these qualifications.

## Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.

- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or apprenticeship.
- If they are presented for admission to HE, it is likely to be in conjunction with other qualifications.

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The units in the qualification focus on the underpinning skills, knowledge, and understanding that support all fashion studio assistant activities, to prepare students for progression to higher education, employment, or an apprenticeship.

Students achieving the qualification have a number of routes open to them. Many choose to progress to a more specialist Level 4 course, some progress to higher education, and others go straight into industry roles.

Progression information is captured at the point of results submission, and is published annually in the UAL's chief examiner reports (by qualification).

UAL Awarding Body website: [www.arts.ac.uk/about-ual/awarding-body](http://www.arts.ac.uk/about-ual/awarding-body)

UAL Level 3 and 4 Diploma for Fashion Studio Assistant page: [www.arts.ac.uk/about-ual/awarding-body/qualifications/fashion/level-3-a...](http://www.arts.ac.uk/about-ual/awarding-body/qualifications/fashion/level-3-a...)

## VTCT Level 3 Diploma in Financial Trading

### Qualification code

[603/0696/8](#)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16 – 19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

### Grading

Pass/Fail

### Assessment

Students must produce a portfolio which contains assessed evidence, covering all the assessment criteria in the three units.

Students will apply knowledge in a simulated environment.

Data will be provided on a 15-minute delayed basis, with Students being able to view and apply knowledge to a variety of financial asset classes and products.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- some of these qualifications are occupational, and may not be designed specifically for progression to HE
- applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications
- These qualifications may have been taken as part of a wider study programme or apprenticeship
- This qualification is 122 GLH. If it is presented for admission to HE, it is likely to be in conjunction with other qualifications



## VTCT Tech Levels (interim-reformed)

### Qualification codes

[500/8737/X](#) (VTCT Level 3 Diploma in African-Caribbean Hairdressing)

[600/8708/0](#) (VTCT Level 3 Diploma in Hairdressing Studies)

[600/1482/9](#) (VTCT Level 3 Diploma in Women's Hairdressing)

[500/7389/8](#) (VTCT Level 3 NVQ Diploma in Hairdressing)

[600/8709/2](#) (VTCT Level 3 Diploma in Barbering Studies)

[600/1484/2](#) (VTCT Level 3 Diploma in Barbering)

[500/7386/2](#) (VTCT Level 3 NVQ Diploma in Barbering)

[600/8761/4](#) (VTCT Level 3 Diploma in Fashion, Theatre and Media Hair and Make-up studies)

[501/0896/7](#) (VTCT Level 3 Diploma in Theatrical, Special Effects and Hair and Media Make-Up)

[600/4803/7](#) (VTCT Level 3 Diploma in Advanced Professional Cookery)

[600/4804/9](#) (VTCT Level 3 Diploma in Advanced Professional Cookery (Kitchen and Larder))

[600/9005/4](#) (VTCT Level 3 Diploma in Professional Cookery Studies)

[600/4805/0](#) (VTCT Level 3 Diploma in Professional Patisserie and Confectionery)

[600/4806/2](#) (VTCT Level 3 Diploma in Food and Beverage Service Supervision)

[600/8665/8](#) (VTCT Level 3 Diploma in Beauty Therapy Studies)

[600/8662/2](#) (VTCT Level 3 Diploma in Beauty Therapy Studies (Make-up))

[600/8664/6](#) (VTCT Level 3 Certificate in Beauty Therapy Studies (Massage))

[600/4846/3](#) (VTCT Level 3 Diploma in Complementary Therapies)

[600/8663/4](#) (VTCT Level 3 Diploma in Spa Therapy Studies)

[600/8908/8](#) (VTCT Level 3 Diploma in Nail Technology Studies)

[601/4323/X](#) (VTCT Level 3 Diploma in Personal Training (Gym Based Exercise))

[601/4324/1](#) (VTCT Level 3 Diploma in Personal Training (Specific Populations))

[600/8635/X](#) (VTCT Level 3 Diploma in Preventing Injuries in Sport and Leisure Services)

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (Level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can

progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

VTCT focuses on qualifications in the hair and beauty, and hospitality and catering sectors.

## Grading

All units and qualifications are graded Pass/Fail.

## Assessment

Assessment arrangements differ between subjects.

Much of the assessment is internal; some qualifications require no external assessment.

Internal assessment generally comprises a combination of multiple choice questions, oral questioning and practical observation.

Some qualifications require a compulsory external examination; the subjects with an externally assessed examination component are:

- Fashion, Theatre and Media, Hair and Make-Up Studies
- Complementary Therapies
- Beauty Therapy Studies
- Beauty Therapy Studies (make-up)
- Hairdressing Studies
- Nail Technology Studies
- Preventing Injuries in Sport and Active Leisure
- Spa Therapy Studies

Some units are assessed by portfolio of evidence, some by external examination. Specific details are available by searching the qualification in the VTCT website at: [www.vtct.org.uk/find-a-centre](http://www.vtct.org.uk/find-a-centre).

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

Full specifications can be found by searching individual qualification details on the VTCT website at: [www.vtct.org.uk/find-a-centre/](http://www.vtct.org.uk/find-a-centre/) and <https://www.vtct.org.uk/find-a-qualification/>

## VTCT Tech Levels (reformed)

### Qualification codes

- [603/0203/3](#) (VTCT Level 3 Combined Diploma in Hairdressing)
- [601/6991/6](#) (VTCT Level 3 Extended Diploma in Hairdressing)
- [601/6990/4](#) (VTCT Level 3 Diploma in Hairdressing)
- [601/6996/5](#) (VTCT Level 3 Diploma in Hairdressing for Chemical Technicians)
- [601/7004/9](#) (VTCT Level 3 Diploma in Hairdressing for Colour Technicians)
- [601/6994/1](#) (VTCT Level 3 Diploma in Hairdressing for Cutting and Styling Technicians)
- [601/6993/X](#) (VTCT Level 3 Extended Diploma in Barbering)
- [601/6992/8](#) (VTCT Level 3 Diploma in Barbering)
- [601/6981/3](#) (VTCT Level 3 Extended Diploma in Beauty Make-up Techniques)
- [601/6979/5](#) (VTCT Level 3 Diploma in Beauty Make-up Techniques)
- [601/6988/6](#) (VTCT Level 3 Extended Diploma in Theatrical and Media Make-up)
- [601/6987/4](#) (VTCT Level 3 Diploma in Theatrical and Media Make-up)
- [601/6998/9](#) (VTCT Level 3 Extended Diploma in Advanced Professional Cookery)
- [601/6997/7](#) (VTCT Level 3 Diploma in Advanced Professional Cookery)
- [601/6999/0](#) (VTCT Level 3 Diploma in Professional Patisserie and Confectionery)
- [603/0236/7](#) (VTCT Level 3 Combined Diploma in Beauty Therapy)
- [601/6983/7](#) (VTCT Level 3 Extended Diploma in Beauty Therapy)
- [601/6982/5](#) (VTCT Level 3 Diploma in Beauty Therapy)
- [601/6989/8](#) (VTCT Level 3 Diploma in Complementary Therapies)
- [601/7002/5](#) (VTCT Level 3 Diploma in Massage and Therapies for Sport)
- [601/6976/X](#) (VTCT Level 3 Extended Diploma in Massage Therapies)
- [601/6975/8](#) (VTCT Level 3 Diploma in Massage Therapies)
- [601/6978/3](#) (VTCT Level 3 Extended Diploma in Spa Therapy)
- [601/6977/1](#) (VTCT Level 3 Diploma in Spa Therapy)
- [601/6986/2](#) (VTCT Level 3 Extended Diploma in Nail Technologies)
- [601/6984/9](#) (VTCT Level 3 Diploma in Nail Technologies)
- [603/0248/3](#) (VTCT Level 3 Combined Diploma in Exercise Science and Personal Training)
- [601/7001/3](#) (VTCT Level 3 Diploma in Personal Training)

[603/0250/1](#) (VTCT Level 3 Extended Diploma in Personal Training and Behaviour Change)

[603/0249/5](#) (VTCT Level 3 Diploma in Personal Training and Behaviour Change)

## Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (Level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

## Grading

Qualifications are graded D\*/D/M/P.

Optional units are graded Pass/Fail.

Mandatory units are graded Distinction/Merit/Pass/Fail.

Grades of the mandatory units - two practical examinations and one synoptic assessment contribute to the overall grade of the qualification.

Full details of how the grade is calculated are published in each qualification specification, available by searching the VTCT website at [www.vtct.org.uk/find-a-centre/](http://www.vtct.org.uk/find-a-centre/).

## Assessment

As noted in Education Context, to be classified as a Tech level qualification the qualification in question must meet certain criteria. This includes:

- A minimum of 30% external assessment
- A minimum of 40% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

The above is the minimum requirements set out by the Department for Education. However, the application of this may differ by awarding organisation, therefore if providers require full assessment detail they should review the specification of the individual qualification they are interested in.

## Further information

[View DfE's technical guidance](#)

Full specifications for each qualification can be found by searching qualification details on the [VTCT website](#).

## Welsh Baccalaureate Advanced Diploma - legacy

### Qualification code

[500/1804/8](#)

### Purpose

The Welsh Baccalaureate Advanced Diploma aims to develop a learning and assessment programme that develops and accredits students' skills.

The qualification also provides a guarantee of a degree of breadth in learning programmes and promotes inclusion, retention, completion and achievement.

It builds on the candidate's previous education and allows for progression along and between the chosen pathway for each individual, thereby reflecting the vision laid out in the Welsh Assembly Government's guidance in Learning Pathways 14–19 Guidance II (Circular 17/2006).

### Grading

The Baccalaureate Core is graded:

Pass (awarding in 2014)

A\*/A/B/C (awarding in 2015 and 2016).

### Assessment

Assessment of the Core of the Welsh Baccalaureate Qualification is based on a Candidate Diary, Individual Investigation and achievement in Essential Skills Wales/ Wider Key Skills qualifications.

The Candidate Diary is compulsory for all candidates and is assessed on a pass/ fail basis. It provides evidence of the development of candidate knowledge, understanding and skills in respect of the requirements for achievement of:

- Personal and Social Education including Community Participation
- Wales, Europe & The World including the Language Module
- Work Related Education including work experience and an enterprise activity

Assessors authenticate that candidates have met all the requirements of all the components, (e.g. confirming that required hours have been completed on language modules and Key / Essential skills).

The Individual Investigation is presented in written form that will normally include graphs, images, statistical tables, diagrams, drawings, etc. It must be at least 3,000 words (excluding graphs, tables and diagrams).

The Individual Investigation is assessed in terms of five learning themes, and eight associated assessment criteria, each allowing achievement at Pass, Merit or Distinction. Points are available for each criteria as follows:

Pass = 1

Merit = 2

Distinction = 3

Candidates must achieve at least a Pass in each of the eight assessment criteria, thus the range of possible pass marks is from 8–24. Overall grades are determined on the basis of the total points score as follows:

Pass = 8 - 11

Merit = 12 - 19

Distinction = 20 - 24

ESW/Key Skills are separately certificated by the relevant awarding organisation.

## Further information

The Welsh Government has worked with stakeholders to revise and strengthen the Welsh Baccalaureate and to increase its rigour. This followed recommendations from the independent Review of Qualifications and also addresses recommendations in a report the Welsh Government commissioned from Wales Institute of Social & Economic Research, Data & Methods (WISERD) (2013):

<http://dera.ioe.ac.uk/18417/1/130325-relationships-between-welsh-baccal...>

Within a relatively short period of time higher education admissions tutors will see a number of iterations of the Welsh Baccalaureate:

- 2014 saw the final award of the Welsh Baccalaureate that was pass grade only
- 2015 and 2016 will see the interim Welsh Baccalaureate awarded, which is graded A\*-C
- 2017 onwards will see the award of the fully reformed Welsh Baccalaureate, graded A\*-U.

Links to qualification and subject level regulations and rules published by Welsh Baccalaureate Organisation

[www.welshbaccalaureate.org.uk](http://www.welshbaccalaureate.org.uk)

Link to Welsh Government Review of Qualifications 14–16:

[www.wales.gov.uk/topics/educationandskills/qualificationsinwales/revofq...](http://www.wales.gov.uk/topics/educationandskills/qualificationsinwales/revofq...)

## Welsh Baccalaureate Advanced Skills Challenge Certificate

### Qualification codes

[601/4921/8](#)

[601/4917/6](#)

### Purpose

Provides a vehicle for Level 3 students to consolidate and progress the development of essential and employability skills.

Helps students develop skills, attributes and behaviours, and provides experiences which will enable students to prepare for university, further training or employment.

Builds on the candidate's previous education and allows for progression along and between the chosen pathway for each individual.

### Grading

The Welsh Baccalaureate Advanced Skills Challenge Certificate is graded A\*–E. In order to achieve the Welsh Baccalaureate Advanced Skills Challenge Certificate, students must achieve all four components – the Individual Project plus the three Challenges, with a minimum of all at a level 3 Pass. The grade is calculated on the basis of the aggregation of the four component scores weighted as below:

Individual Project: weighting 50%

Enterprise and Employability Challenge: weighting 20%

Global Citizenship Challenge: weighting 15%

Community Challenge: weighting 15%

### Assessment

The Skills Challenge Certificate components are internally assessed and externally moderated.

WJEC will moderate the Individual Project and the three Challenges separately and aggregate the results to provide an overall grade for the Skills Challenge Certificate.

Students are expected to produce evidence that illustrates the development of relevant skills, knowledge and understanding. The purpose of assessment is to ensure that effective learning has taken place in order to give students the opportunity to achieve the learning outcomes within the components.

### Further information

The Advanced Welsh Baccalaureate Skills Challenge Certificate is comparable in terms of size and challenge to a GCE A level and has a similar A\*– E grading system.

The Welsh Government has worked with stakeholders to revise and strengthen the Welsh Baccalaureate and to increase its rigour. This followed recommendations from the independent Review of Qualifications and also addresses recommendations in a report the Welsh



Government commissioned from Wales Institute of Social & Economic Research, Data & Methods (WISERD) (2013):

<http://dera.ioe.ac.uk/18417/1/130325-relationships-between-welsh-baccal...>

From 2015, the reformed WBQ is being phased in as a national entitlement, which will likely result in an increase in take-up.

Within a relatively short period of time higher education admissions tutors will see a number of iterations of the Welsh Baccalaureate:

- 2014 saw the final award of the Welsh Baccalaureate that was pass grade only
- 2015 and 2016 will see the interim Welsh Baccalaureate awarded, which is graded A\*–C
- 2017 onwards will see the award of the fully reformed Welsh Baccalaureate, graded A\*– E

Link to Qualifications Wales website which hosts qualification and subject level principles and rules published by the Welsh Government/ Qualifications Wales:

<http://www.qualificationswales.org/>

Link to Welsh Government Review of Qualifications 14 –16:

<http://gov.wales/topics/educationandskills/qualificationsinwales/revofq...>

## WJEC Applied Generals (interim-reformed)

### Qualification codes

[600/3083/5](#) (WJEC Level 3 Diploma in Criminology [QCF])

[600/4386/6](#) (WJEC Level 3 Diploma in Food Science and Nutrition [QCF])

### Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous, advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied General qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at Level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

### WJEC Level 3 Diploma in Criminology (QCF)

This qualification provides students with the underpinning knowledge, understanding, and skills to progress to further study and training. The Certificate is designed to complement study in related subjects such as A level sociology, law and psychology, and provide an insight into the subject area with a view to further study or training in related subjects. Applied learning allows students to acquire knowledge and understanding in purposeful contexts linked to the criminal justice system.

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### WJEC Level 3 Diploma in Food Science and Nutrition (QCF)

This qualification has been designed to provide students with underpinning knowledge, understanding, and skills to progress to further study and training. Applied learning allows students to acquire knowledge and understanding in purposeful contexts linked to the food production industry.

### Grading

These qualifications are graded Pass, Merit, Distinction, Distinction\*.

Each unit is assessed internally using controlled assessment which follows the JCQ instructions for conducting non-examination assessments. (New GCE & GCSE specifications. 1 September 2018 - 31 August 2019).

There are three stages of assessment:

- **Task Setting:** WJEC have produced model assignments for each unit. Centres may modify the assignment within specified parameters.
- **Task Taking:** there are five areas of task taking that are controlled: time, resources, supervision, collaboration, and resubmission.

- **Task Marking:** all marking of evidence is made against the assessment criteria and performance band statements given in each unit specification.

## Assessment

Each unit is assessed internally using controlled assessment which follows the JCQ instructions for conducting non-examination assessments. (New GCE & GCSE specifications. 1 September 2018 - 31 August 2019).

[View the instructions for conducting non-examination assessments](#)

There are three stages of assessment:

1. **Task Setting:** WJEC have produced model assignments for each unit. Centres may modify the assignment within specified parameters.
2. **Task Taking:** there are five areas of task taking that are controlled: time, resources, supervision, collaboration, and resubmission.
3. **Task Marking:** all marking of evidence is made against the assessment criteria and performance band statements given in each unit specification.

## Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

Applicants holding interim-reformed Applied General qualifications may not have had experience of external or synoptic assessment.

The popularity of Applied Generals has risen over recent years. The entry rate for applicants holding at least one BTEC (either alone or in combination with A levels) was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that do not meet the full DfE criteria from 2018:

- The fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the fully-reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

[View DfE's technical guidance](#)

Further information about WJEC Level 3 Diploma in Food Science and Nutrition (QCF) can be found here:

[WJEC Level 3 Diploma in Food Science and Nutrition \(QCF\)](#)

## WJEC Applied Generals (reformed)

### Qualification codes

[601/4550/X](#) (WJEC Level 3 Applied Diploma in Environmental Science - last awarded in 2021)

[601/4551/1](#) (WJEC Level 3 Applied Extended Diploma in Environmental Science - last awarded in 2021)

[603/0820/5](#) (WJEC Level 3 Applied Certificate in Business)

[603/0821/7](#) (WJEC Level 3 Applied Diploma in Business)

[601/6249/1](#) (WJEC Level 3 Applied Certificate in Criminology)

[601/6248/X](#) (WJEC Level 3 Applied Diploma in Criminology)

[601/4553/5](#) (WJEC Level 3 Applied Certificate in Food Science and Nutrition)

[601/4552/3](#) (WJEC Level 3 Applied Diploma in Food Science and Nutrition)

[603/0856/4](#) (WJEC Level 3 Applied Certificate in Health and Social Care)

[603/0857/6](#) (WJEC Level 3 Applied Diploma in Health and Social Care)

[601/7651/9](#) (WJEC Level 3 Applied Certificate in Medical Science)

[601/7644/1](#) (WJEC Level 3 Applied Diploma in Medical Science)

[603/0822/9](#) (WJEC Level 3 Applied Diploma in Professional Construction Practice)

[601/4546/8](#) (WJEC Level 3 Applied Certificate in Statistical Problem Solving using Software - last awarded in 2020)

[603/0826/6](#) (WJEC Level 3 Applied Diploma in Tourism)

(C00/4818/0: WJEC Level 3 Applied Certificate in Business – first award 2024)

(C00/4816/1: WJEC Level 3 Applied Extended Certificate in Business – first award 2025)

(C00/4816/0: WJEC Level 3 Applied Certificate in Sport – first award 2024)

(C00/4810/7: WJEC Level 3 Applied Extended Certificate in Sport – first award 2025)

(C00/4818/1: WJEC Level 3 Applied Certificate in Tourism – first award 2024)

(C00/4810/2: WJEC Level 3 Applied Extended Certificate in Tourism – first award 2025)

### Purpose

The Department for Education (DfE) describe Applied General qualifications as follows:

Applied General qualifications are rigorous, advanced (Level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students who want to continue their education through applied learning. Applied General qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at Level 3 such as A levels. Higher education institutions, such as universities, have pledged support for all approved applied general qualifications listed.

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## **WJEC Level 3 Applied Diploma and Applied Extended Diploma in Environmental Science (last awarded in 2021)**

The purpose of these qualifications is to provide students with the knowledge, understanding, and skills in scientific principles to enable them to progress to higher education or employment in areas related to environmental science. The qualifications require students to apply biological, chemical, and physical principles to environmental issues, and to provide solutions to environmental problems.

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## **WJEC Level 3 Applied Certificate and Applied Diploma in Business**

These qualifications are designed to provide learners with the underpinning knowledge, understanding and skills associated with business activities. It will prompt research, investigation and review of many aspects of business, to promote an awareness of the career opportunities available.

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## **WJEC Level 3 Applied Certificate and Applied Diploma in Criminology**

These qualifications have been designed to provide students with underpinning knowledge, understanding, and skills to progress to further study and training. The Certificate is designed to complement study in related subjects such as A level sociology, law and psychology, and provide an insight into the subject area with a view to further study or training in related subjects. It offers exciting and interesting experiences that focus learning for 16-19 year old students and adult students through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

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## **WJEC Level 3 Applied Certificate and Applied Diploma in Food Science and Nutrition**

These qualifications have been designed to provide students with underpinning knowledge, understanding, and skills to progress to further study and training. Through applied learning, students acquire knowledge and understanding in purposeful contexts linked to the food production industry.

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## **WJEC Level 3 Applied Certificate and Applied Diploma in Health and Social Care**

These qualifications for England are designed to provide learners with underpinning knowledge, understanding and skills of the health and social care sectors, providing a broad basis for further or higher education or for moving into employment within the sectors.

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## **WJEC Level 3 Applied Certificate and Applied Diploma in Medical Science**

The purpose of these qualifications is to provide students with the knowledge, understanding, and skills in key scientific principles to support progression, to higher education or employment in areas of medical science, such as job roles in physiological sciences or clinical laboratory services. The qualification covers the key topic areas of health, physiology, and disease, as well as providing the opportunity to study the areas of pharmacology, physiological measurement, clinical testing, and medical research.

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## **WJEC Level 3 Applied Diploma in Professional Construction Practice**

The qualification is designed to provide learners with a comprehensive framework of knowledge, understanding and promotion of applied skills that this multi-disciplined sector relies upon. Studying this qualification will encourage research, prompt investigation and analysis of the aspects and impacts of the construction disciplines and their interrelationships through collaboration. This will give rise to an understanding of the diverse roles within the construction industry and yield transferable skills.

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## **WJEC Level 3 Applied Certificate in Statistical Problem Solving using Software (last awarded in 2020)**

The purpose of this qualification is to assist the understanding of the problem-solving cycle of planning, collecting, processing, and discussing in meaningful contexts, and to use statistical software to process real data sets. It enables students to use statistics to aid decision-making across numerous disciplines, including humanities, psychology, sociology, sciences, and business at Level 3. It also prepares those students who wish to progress to higher education to study for qualifications which have embedded quantitative / statistical elements.

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## **WJEC Level 3 Applied Diploma in Tourism**

The purpose of this qualification is to provide learners with the underpinning knowledge, understanding and skills associated with tourism organisations and activities. The qualification will provide a broad basis for further or higher education or for moving into employment.

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## **WJEC Level 3 Applied Certificate and Applied Extended Certificate in Business (first award from 2024)**

These qualifications are designed to provide learners with the underpinning knowledge, understanding and skills associated with business activities. It will prompt research, investigation and review of many aspects of business, to promote an awareness of the career opportunities available.

## **WJEC Level 3 Applied Certificate and Applied Extended Certificate in Sport (first award from 2024)**

These qualifications are designed to provide learners with the underpinning knowledge, understanding and skills associated with business activities. It will prompt research, investigation and review of many aspects of business, to promote an awareness of the career opportunities available.

## **WJEC Level 3 Applied Certificate and Applied Extended Certificate in Tourism (first award from 2024)**

These qualifications are designed to provide learners with the underpinning knowledge, understanding and skills associated with tourism activities. The qualification will provide a broad basis for further or higher education or for moving into employment.

### **Grading**

Pass, Merit, Distinction, Distinction\* grades are available for the following qualifications:

- WJEC Level 3 Applied Diploma in Environmental Science (last awarded in 2021)
- WJEC Level 3 Applied Extended Diploma in Environmental Science (last awarded in 2021)
- WJEC Level 3 Applied Certificate in Food Science and Nutrition
- WJEC Level 3 Applied Diploma in Food Science and Nutrition
- WJEC Level 3 Applied Certificate in Statistical Problem Solving using Software (last awarded in 2020)

A\* – E grades are available for the following qualifications:

- WJEC Level 3 Applied Diploma in Business
- WJEC Level 3 Applied Diploma in Criminology
- WJEC Level 3 Applied Diploma in Health and Social Care
- WJEC Level 3 Applied Diploma in Medical Science
- WJEC Level 3 Applied Diploma in Professional Construction Practice
- WJEC Level 3 Applied Diploma in Tourism
- WJEC Level 3 Applied Extended Certificate in Business (first award 2025)

- WJEC Level 3 Applied Extended Certificate in Sport (first award 2025)
- WJEC Level 3 Applied Extended Certificate in Tourism (first award 2025)

A – E grades are available for the following qualifications:

- WJEC Level 3 Applied Certificate in Business
- WJEC Level 3 Applied Certificate in Criminology
- WJEC Level 3 Applied Certificate in Health and Social Care
- WJEC Level 3 Applied Certificate in Medical Science
- WJEC Level 3 Applied Certificate in Business (first award 2024)
- WJEC Level 3 Applied Certificate in Sport (first award 2024)
- WJEC Level 3 Applied Certificate in Tourism (first award 2024)

## Assessment

As noted in Education Context, to be classified as an Applied General qualification, the qualification in question must meet certain criteria. This includes:

- A minimum of 40% external assessment
- A minimum of 60% mandatory core content
- An element of synoptic assessment
- There is a single resit opportunity

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## Internal units

Units are assessed using controlled assessment which follows the JCQ instructions for conducting non-examination assessments. (New GCE & GCSE specifications. 1 September 2018 - 31 August 2019).

There are three stages of assessment:

1. **Task Setting:** WJEC have produced model assignments for each unit. Centres may modify the assignment within specified parameters.
2. **Task Taking:** there are five areas of task taking that are controlled: time, resources, supervision, collaboration, and resubmission.
3. **Task Marking:** all marking of evidence is made against the assessment criteria and performance band statements given in each unit specification.

## External units (task-based)

An assignment will be produced each year and will change on an annual basis. Students may not collaborate during times when they are working on assessment tasks. The assessments will



set out the resources required by students. Each assessment will cover all learning outcomes for the unit and indicate which assessment criteria are targeted for the assessment. Marking will be according to the performance bands supplied by WJEC.

## External units (examination)

The paper is based on the unit content and is also synoptic.

The percentage split between internal and external assessment is as follows:

- WJEC Level 3 Applied Diploma in Environmental Science – Internal 48% / External 52%
- WJEC Level 3 Applied Extended Diploma in Environmental Science – Internal 48% / External 52%
- WJEC Level 3 Applied Certificate in Business – Internal 50% / External 50%
- WJEC Level 3 Applied Diploma in Business – Internal 50% / External 50%
- WJEC Level 3 Applied Certificate in Criminology – Internal 50% / External 50%
- WJEC Level 3 Applied Diploma in Criminology – Internal 50% / External 50%
- WJEC Level 3 Applied Certificate in Food Science and Nutrition – Internal 50% / External 50%
- WJEC Level 3 Applied Diploma in Food Science and Nutrition – Internal 50% / External 50%
- WJEC Level 3 Applied Certificate in Health and Social Care – Internal 50% / External 50%
- WJEC Level 3 Applied Diploma in Health and Social Care – Internal 50% / External 50%
- WJEC Level 3 Applied Certificate in Medical Science – Internal 50% / External 50%
- WJEC Level 3 Applied Diploma in Medical Science – Internal 50% / External 50%
- WJEC Level 3 Applied Diploma in Professional Construction Practice – Internal 60% / External 40%
- WJEC Level 3 Applied Certificate in Statistical Problem Solving using Software – Internal 60% / External 40%
- WJEC Level 3 Applied Diploma in Tourism – Internal 50% / External 50%
- WJEC Level 3 Applied Certificate in Business – Internal 60% / External 40%
- WJEC Level 3 Applied Extended Certificate in Business – Internal 60% / External 40%
- WJEC Level 3 Applied Certificate in Sport – Internal 60% / External 40%
- WJEC Level 3 Applied Extended Certificate in Sport – Internal 60% / External 40%
- WJEC Level 3 Applied Certificate in Tourism – Internal 60% / External 40%
- WJEC Level 3 Applied Extended Certificate in Tourism – Internal 60% / External 40%

## Further information

Applied General qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to develop transferable knowledge and skills.

The popularity of Applied Generals has risen over recent years. The entry rate for applicants holding at least one BTEC (either alone or in combination with A levels) was 6.0 per cent in 2016, up from 5.8 per cent in 2015.

There are a number of key considerations for HEPs when reviewing Applied General qualifications that meet the full DfE criteria from 2018:

- These qualifications are fundamentally different to their predecessors and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- The fully-reformed qualifications include both external and synoptic assessment, as well as changes to resit processes. These changes are likely to result in fewer students passing the qualification. Equally, it is likely that grade distributions will change. In light of this, HEPs may wish to review their entry requirements, offer making and decision-making strategies in relation to these qualifications.
- The fully-reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- A larger mandatory core means that HEPs who require certain levels of achievement in particular units or ask for specific units to satisfy subject knowledge requirements should familiarise themselves with the new content specifications to ensure that these requirements are still valid. It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.

[View DfE's technical guidance](#)

Further information about these qualifications can be found on the WJEC website by following these links:

[WJEC Level 3 Applied Certificate and Applied Diploma in Business](#)

[WJEC Level 3 Applied Certificate and Applied Diploma in Criminology](#)

[WJEC Level 3 Applied Certificate and Applied Diploma in Food Science and Nutrition](#)

[WJEC Level 3 Applied Certificate and Applied Diploma in Health and Social Care](#)

# UK Qualification Information Profiles (QIPS)



[WJEC Level 3 Applied Certificate and Applied Diploma in Medical Science](#)

[WJEC Level 3 Applied Diploma in Professional Construction Practice](#)

[WJEC Level 3 Applied Diploma in Tourism](#)

[WJEC Level 3 Applied Certificate and Applied Extended Certificate in Business](#)

[WJEC Level 3 Applied Certificate and Applied Extended Certificate in Sport](#)

[WJEC Level 3 Applied Certificate and Applied Extended Certificate in Tourism](#)

## WJEC Level 3 Children's Care, Play, Learning and Development: Practice and Theory

### Qualification codes

(C00/1249/6 - WJEC Level 3 Children's Care, Play, Learning and Development: Practice and Theory (last awarded in 2024))

(C00/4824/4 - WJEC Level 3 Children's Care, Play, Learning, and Development: Practice and Theory (first awarded in 2025))

### Purpose

This qualification is intended for learners aged 16 and above who want to enter employment or further education. It provides a basis for learners who want to progress to higher education or to the workplace.

This qualification combines theoretical knowledge in Children's Care, Play, Learning and Development with the practical skills needed to work within the sector.

Learners taking this qualification will have completed the units for Level 3 Children's Care, Play, Learning and Development: Practice and additional knowledge-based units covering the principles and theories that influence children's care, play, learning, and development in Wales. The content focuses on principles and theories that influence children's health, well-being and development and how the childcare and child health sector can respond to all the needs of individuals.

The practical units in this qualification are identical to those required for Level 3 Children's Care, Play, Learning and Development: Practice. The Practice qualification is practice-based and enables learners to develop and demonstrate their knowledge, understanding, behaviours, skills and practice within a children's care, play, learning and development setting. It provides the opportunity to enrich knowledge and skills using both mandatory content and optional units supporting learners to develop knowledge and skills in their work context.

Achievement of either Level 3 Children's Care, Play, Learning and Development: Practice or Level 3 Children's Care, Play, Learning and Development: Practice & Theory confers occupational competence.

Please note that it is a requirement of Social Care Wales that an individual working within the Children's Care Play Learning and Development sector will need both:

- the Level 2 Children's Care Play Learning and Development: Core qualification and
- the Level 3 Children's Care Play Learning and Development: Practice & Theory qualification

to work within specific job roles. Further details will be available on the Social Care Wales.

### Grading

WJEC Level 3 Children's Care, Play, Learning, and Development: Practice and Theory (last awarded in 2024):

Pass / Merit / Distinction / Distinction\*

WJEC Level 3 Children's Care, Play, Learning, and Development: Practice and Theory (first awarded in 2025):

A\*-E

## Assessment

70% internal assessment

30% external assessment

The internal assessments are assessed through a range of externally set and internally marked practice-based tasks, and a portfolio of evidence.

The external assessment is split into two assessments.

External examination: this will assess all taught content from the knowledge-based unit and is a written or on-line examination.

Extended research task: which focuses on independent research and application of taught content from the knowledge-based unit.

## Further information

- Intended to be taken alongside A level in Health and Social Care, and Childcare or other A levels; part of full-time programme of learning in school sixth form/FE for 16-19 year-olds.
- It should be noted that not all students will be able choose their optional units and these may be prescribed by the school or college, therefore HEPs should be cautious if requiring achievement in optional modules as part of their entry requirements, offer making and decision-making strategies.
- Applicants holding this qualification will have had experience of external and synoptic assessment.
- Learners not yet in employment must complete a minimum of 700 hours work placement; this must be in a Level 3 role working with children under the age of 8 years. Hours undertaken whilst in a Level 2 role cannot contribute to total requirement.

View the qualification specifications:

[Level 3 Children's Care, Play, Learning and Development: Practice and Theory](#) (last awarded in 2024)

[Level 3 Children's Care, Play, Learning and Development: Practice and Theory](#) (first awarded in 2025)

Visit the [healthandcarelearning.wales](https://healthandcarelearning.wales) website to find out more about the suite of Health and Social Care and Childcare qualifications for Wales.

## WJEC Level 3 Health and Social Care: Principles and Contexts qualifications

### Qualification codes

(C00/3725/4 - WJEC Level 3 Certificate in Health and Social Care: Principles and Contexts)

(C00/1253/2 - WJEC Level 3 Diploma in Health and Social Care: Principles and Contexts)

(C00/4757/5 - WJEC Level 3 Foundation Diploma in Health and Social Care: Principles and Contexts)

(C00/4711/9 - WJEC Level 3 Extended Diploma in Health and Social Care: Principles and Contexts)

### Purpose

These qualifications are intended for learners aged 16 and above who want to develop a breadth and depth of knowledge related to the Health and Social Care sector. They provide a basis for learners who want to progress to higher education or to the workplace. The qualifications are knowledge-based and cover the underpinning knowledge, understanding and skills required by the Health and Social Care sectors. They provide the opportunity to develop and demonstrate knowledge, skills and understanding within the context of health and social care services. In particular, learners will be able to demonstrate that they:

- understand the principles and values which underpin health and social care practice and apply them to a range of health and social care contexts;
- understand and reflect on the ways in which individuals' unique needs can be identified and responded to;
- understand ways in which effective, person-centred practice and well-being within health and social care can be promoted and supported; analyse, interpret and evaluate theories in health and social care and reflect on how they could influence practice;
- are aware of changing sector policy and how these changes affect service development and delivery;
- use literacy, numeracy, research and digital competency skills as appropriate within their study.

### Grading

Level 3 Certificate in Health and Social Care: Principles and Contexts: A\*-E.

Level 3 Foundation Diploma in Health and Social Care: Principles and Contexts: A\*-E.

Level 3 Diploma in Health and Social Care: Principles and Contexts: A\*A\*-EE.

Level 3 Extended Diploma in Health and Social Care: Principles and Contexts: A\*A\*A\*-EEE.

The units for the Health and Social Care: Principles and Contexts qualifications are graded A-E.

### Assessment

Internal assessment takes the form of non-examination assessment and centres must follow the Joint Council for Qualifications (JCQ) Arrangements for non-examination assessment, copy of which can be accessed from the JCQ website. ([www.jcq.org.uk](http://www.jcq.org.uk)).

The external assessments are assessed by external examination. The papers comprise a range of question types to assess all unit content.

## Further information

View the qualification specifications:

Level 3 Certificate in Health and Social Care: Principles and Contexts Level 3 Foundation Diploma in Health and Social Care: Principles and Contexts Level 3 Diploma in Health and Social Care: Principles and Contexts Level 3 Extended Diploma in Health and Social Care: Principles and Contexts

(<https://www.healthandcarelearning.wales/qualifications/health-and-social-care-principles-and-contexts-teaching-from-2024/>)

Visit the [healthandcarelearning.wales](http://healthandcarelearning.wales) website to find out more about the suite of Health and Social Care and Childcare qualifications for Wales.

## WJEC Professional qualifications (not on 16-19 performance tables)

### Qualification codes

[600/3082/3](#) (WJEC Level 3 Certificate in Criminology [QCF])

[603/0825/4](#) (WJEC Level 3 Applied Certificate in Tourism)

### Purpose

Vocational qualifications are either work-related qualifications designed to enable students to gain the skills required to perform a particular job, or qualifications that may be taken as part of a wider study programme or an apprenticeship.

Schools and colleges may offer qualifications that are not included in the DfE performance tables, if approved for teaching to 16-19 year olds by the Secretary of State for Education in England under [Section 96](#), where this is in the best interests of individual students.

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### WJEC Level 3 Certificate in Criminology (QCF)

The WJEC Level 3 Certificate in Criminology (QCF) allows students to gain a wealth of knowledge linked to criminal justice. They have the opportunity to acquire both practical and academic skills through applied learning.

The focus of some of the controlled assignments provides opportunities to learn from practitioners in the criminal justice sector. The flexibility of the courses enables students to specialise in individual areas of interest.

### WJEC Level 3 Applied Certificate in Tourism

The WJEC Level 3 Applied Certificate in Tourism is designed to provide students with the underpinning knowledge, understanding and skills associated with tourism organisations and activities. The qualification will provide a broad basis for further or higher education or for moving into employment.

### Grading

#### WJEC Level 3 Certificate in Criminology (QCF)

Pass, Merit, Distinction, Distinction\*

#### WJEC Level 3 Applied Certificate in Tourism

A-E

### Assessment

Each unit in the WJEC Level 3 Certificate in Criminology (QCF) is assessed which follows the JCQ instructions for conducting non-examination assessments. (New GCE & GCSE specifications. 1 September 2018 - 31 August 2019).

There are three stages of assessment:



- task setting
- task taking
- task marking

## **TASK Setting**

WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters.

## **TASK Taking**

There are five areas of task taking that are controlled: time, resources, supervision, collaboration, and resubmission.

## **TASK Marking**

All marking of evidence is made against the assessment criteria and performance band statements given in each unit specification.

## **Further information**

There are a number of key considerations for HEPs when reviewing vocational qualifications that are not listed on the DfE 16 – 19 performance tables for England:

- Some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- Applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- These qualifications may have been taken as part of a wider study programme or an apprenticeship.
- These qualifications are 180 GLH. If they are presented for admission to HE it is likely to be in conjunction with other qualifications.

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This qualification has been available to students since 2012.

Students usually combine this qualification with other Level 3 study such as GCE A Levels.

This qualification will be replaced by:

- WJEC Level 3 Certificate in Criminology (601/6249/1)
- WJEC Level 3 Diploma in Criminology (601/6248/X)

Available to students from September 2015 for first assessment in 2017.

Further information about these qualifications can be found on the WJEC website by following these links:



## YMCA Awards (previously CYQ) Tech levels (interim-reformed)

### Qualification codes

[600/1275/4](#) (Level 3 Diploma in Personal Training and Instruction)

[601/0195/7](#) (Level 3 Diploma in Personal Training (Gym-based Exercise))

### Purpose

The Department for Education (DfE) describe Tech level qualifications as follows:

Tech levels are rigorous advanced (level 3) technical qualifications on a par with A Levels and recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They cover jobs and careers where employers recruit people at this level or where a level 3 qualification is needed before students can progress to a related higher education course. Tech levels give students an opportunity to develop specialist knowledge and skills to help them get an apprenticeship or job, for example in engineering, IT, accounting or professional cookery, or progress to a higher level qualification. In some cases, a tech level qualification is a 'licence to practise' or can exempt someone holding the qualification from a professional exam. Tech levels are recognised by trade or professional bodies or at least five employers. Alternatively, the qualification may be accepted by a national licensed professional registration scheme.

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The aim of the YMCA awards in Personal Training is to recognise the skills, knowledge and understanding required for an individual to work unsupervised as a personal trainer. This includes being able to offer one-to-one training, baseline assessment, nutritional advice and progressive programming which is specific to individual needs.

The Diploma in Personal Training and Instruction allows for additional knowledge and skills in the areas of business planning, outdoor fitness and sports conditioning.

The Diploma in Personal Training (Gym-based Exercise) has the prerequisite qualification (Level 2 Certificate in Fitness Instructing) built into it, allowing students with no previous skills or knowledge to progress straight onto the personal training qualification.

The qualifications are designed for:

- those who want to pursue a career in the health and fitness industry as a self-employed or employed personal trainer
- those wishing to use the qualification as a platform for progression on to further learning within the health and fitness or active leisure sectors, such as:
  - a degree in exercise and sports science
  - a degree in personal training

The qualifications feature in the Advanced Fitness and Exercise SASE apprenticeship framework. They are industry recognised and allow Level 3 entry to the Register of Exercise Professionals (REPs). In 2016/17 SFA catalogue they feature as legal entitlement qualifications.

## Grading

Pass

## Assessment

The qualifications comprise a combination of internal knowledge and competence assessments and three or four external theory paper assessments each lasting approximately one hour.

The Diploma in Personal Training and Instruction requires the completion of 48 credits.

The Diploma in Personal Training (gym-based exercise) requires the completion of 52 credits.

## Further information

Tech level qualifications are advanced (Level 3) qualifications, mainly taken by 16-19 year old students who want to specialise in a specific industry, occupation, or occupational group. They equip students with specialist knowledge and skills.

There are a number of key considerations for HEPs when reviewing Tech level qualifications that do not meet the full DfE criteria from 2018:

- Applicants holding interim-reformed Tech level qualifications may not have had experience of external or synoptic assessment.
- The reformed and interim-reformed qualifications will be delivered by schools and colleges at the same time (see 'Education context'). Therefore, HEPs may wish to consider their approach to setting and listing entry requirements for the specific qualifications.
- The dual running of the qualification may result in applicants declaring the incorrect version within their application. UCAS will be working to support applicants and advisers in this area.
- These qualifications are fundamentally different to the reformed versions and likely to result in students developing different skills and aptitudes. HEPs should review their understanding of these qualifications to ensure it remains up to date. HEPs may also wish to consider their approach to setting and listing entry requirements for the specific qualifications, and any differences should be clearly articulated.

Tech Levels are designed to support progression to employment, an apprenticeship, or to higher education.

Progression to higher education is generally within the vocational area of the Tech Level, and may be to a foundation degree.

The exact curriculum studied may depend on the choice of optional units taken.

[View DfE's technical guidance](#)

[Qualification specifications](#)

## Youth Achievement Award – Gold

### Qualification code

GK49 04

### Purpose

This award recognises wider achievement via community based youth work and education, and has been designed for use in Scotland.

### Grading

No units are graded.

### Assessment

Each candidate produces a personal portfolio of evidence. This will be 100% assessed, 100% internally verified by qualified practitioners not involved with the direct delivery of the award, and 100% externally verified by a national standardisation panel, which is quality assured and audited by SQA.

### Further information

There are a number of key considerations for HEPs when reviewing vocational qualifications:

- some of these qualifications are occupational, and may not be designed specifically for progression to HE.
- applicants holding these qualifications may be school or college leavers, however, some may be more mature students who are likely to have other relevant experience alongside these qualifications.
- these qualifications may have been taken as part of a wider study programme or apprenticeship.
- if they are presented for admission to HE, it is likely to be in conjunction with other qualifications.

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Young people develop a range of personal and social skills, increasing their confidence, self-esteem, teamwork, communication, problem solving and leadership skills. They also develop study skills through planning, recording, reviewing, and evidencing their learning.

This qualification provides a framework for accrediting wider achievement, via a plan-do-review system.

More information can be found at [www.youthscotland.org.uk/awards/](http://www.youthscotland.org.uk/awards/).

View case studies from those who have completed or delivered the Youth Achievement Awards can be found: [www.youthscotland.org.uk/about-us/our-impact/](http://www.youthscotland.org.uk/about-us/our-impact/).

