

Criteria for Entry-level Qualifications

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The criteria

Introduction

1. The following criteria will be used as the basis for the development and accreditation of all Entry-level qualifications.
2. Criteria for Entry-level qualifications were previously published within *The Statutory Regulation of External Qualifications in England, Wales and Northern Ireland (2004)*.

Content

3. Entry-level qualifications must:
 - 3.1 be designed to facilitate learning in practical situations which motivate candidates and are relevant to adult life;
 - 3.2 enable attainment to be reported at one or more of the sub-levels: Entry 1, Entry 2 or Entry 3, where Entry 3 is the highest outcome;
 - 3.3 align Entry 1, Entry 2 and/or Entry 3 with the standards specified by the regulators;
 - 3.4 be consistent with statutory requirements as follows:
 - 3.4.1 for National Curriculum subjects, with the relevant statutory programmes of study for the subjects;
 - 3.4.2 for religious education and religious studies, with the statutory requirements appropriate to the age of the candidates;
 - 3.5 provide a basis of progression to other relevant qualifications:
 - 3.5.1 for literacy, numeracy and information technology, to corresponding key skills, GCSEs and other relevant qualifications;
 - 3.5.2 for national curriculum subjects, religious education and religious studies, to corresponding GCSEs and other relevant qualifications;
 - 3.5.3 for other areas of learning, to relevant qualifications at, and beyond level 1.

Assessment

4. Assessment arrangements for Entry-level qualifications must:
 - 4.1 ensure that the range of assessment methods proposed for each of the sub-levels, Entry 1, Entry 2 and Entry 3, enable candidates to appropriately demonstrate their achievement
 - 4.2 involve practical and/or oral, and/or written work as appropriate to the area of learning;
 - 4.3 be capable of use in a range of settings;
 - 4.4 require candidates to generate evidence of working independently, allowing for reasonable adjustments as set out in the *General Conditions of Recognition* (G6)
 - 4.5 include tasks that are externally set or validated, externally marked or moderated, and conducted under supervised and specified conditions;
 - 4.6 require that such tasks contribute at least:
 - 4.6.1 50 per cent to the overall award in the case of National Curriculum subjects: literacy, numeracy and information technology;
 - 4.6.2 40 per cent to the overall award in other cases;
 - 4.7 require that any end-of-unit or terminal assessment, whether externally or internally set, is conducted under supervised and specified conditions;
 - 4.8 specify arrangements for re-tests.

Reporting of Entry-level qualifications

5. Attainment must be reported at one or more of the sub-levels Entry 1, Entry 2 or Entry 3, where Entry 3 is the highest outcome.

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