Cycle 3 - Higher Technical Qualification submission form 2021

Terms and conditions and data security

Terms and conditions
Applications for approval of Higher Technical Qualifications will be accepted from 16 February 2022 – 29 July 2022.

Before submitting your qualification for approval, please read and agree to the terms and conditions for approval of higher technical qualifications by the Institute.

Have you read, and do you agree to the terms and conditions?

In completing this application we will ask that you submit a number of documents, including a document outlining the content of the qualification, and sample assessment materials.

If there are any materials that you will submit as part of this application that you do not wish to be published for the purposes of public consultation, please provide details in the appropriate box on the evidence upload page. We may contact you to discuss these documents, with a view to ensuring that any public consultation is meaningful and that there is fairness to all applicants involved in the process.

Freedom of Information
Information provided to us during the application process may be published or disclosed in accordance with access to information regimes, primarily the Freedom of Information Act 2000. If you want the information you provide to be treated confidentially, please be aware that, in accordance with the Freedom of Information Act, public authorities are required to comply with a statutory code of practice which deals, amongst other things, with obligations of confidence. If there are any materials that you will submit as part of this application that you do not wish to be disclosed under a freedom of information request, please provide details in the appropriate box on the evidence upload page.

Data protection
We will process your personal data in accordance with the Data Protection Act 2018 (and the UK General Data Protection Regulation). In most circumstances, this will mean that your personal data will not be disclosed to third parties.

Further information can be found on our website.
Preparation
Have you read the cycle 3 HTQ approvals criteria and guidance published on our website, and booked a support session if needed? Applications made without fully understanding our criteria in advance are unlikely to be successful.

Awarding body information
What is the name of the awarding body?

Please provide the name, contact telephone number and email address of the primary contact at the awarding body.

Name
Phone
Email

Please provide the name, contact telephone number and email address of the secondary contact at the awarding body.

Name
Phone
Email
Are you the validating body, sole provider, Intellectual Property (IP) owner, copyright holder and deliverer of the HTQ you are submitting?

<table>
<thead>
<tr>
<th>If “Yes”:</th>
<th>If “No”:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the awarding body a higher education provider with awarding powers?</td>
<td>Has your qualification been fully validated and approved by the awarding body?</td>
</tr>
<tr>
<td>If “Yes”:</td>
<td>If “Yes”:</td>
</tr>
<tr>
<td>Is the awarding body on the Office for Students register?</td>
<td>Is the awarding body on the Ofqual register?</td>
</tr>
<tr>
<td>What is the awarding body’s Office for Students registration number?</td>
<td>What is the awarding body’s Ofqual recognition number?</td>
</tr>
<tr>
<td>If “No”:</td>
<td>If “No”:</td>
</tr>
<tr>
<td>Is the awarding body on the Ofqual register?</td>
<td>What is the awarding body’s Ofqual recognition number?</td>
</tr>
</tbody>
</table>

Do you have appropriate licences, permissions and consents from the validating/partner awarding body?

Please provide details of the validating/partner awarding body.

Is the awarding body a higher education provider with awarding powers?

If “Yes”: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the awarding body on the Office for Students register?</td>
</tr>
<tr>
<td>What is the awarding body’s Office for Students registration number?</td>
</tr>
</tbody>
</table>

If “No”: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the awarding body on the Ofqual register?</td>
</tr>
<tr>
<td>What is the awarding body’s Ofqual recognition number?</td>
</tr>
</tbody>
</table>
Digital and Sustainability Frameworks

The Institute recognises that digital skills and a sustainable economy are fundamental to the UK’s future prosperity. Digital knowledge and skills are essential across all sectors and we want to ensure technical qualifications deliver appropriate digital content, allowing learners to benefit from and participate in the digital world. All sectors and occupations can contribute to a more sustainable economy and support the UK in achieving its commitment to national and international sustainability goals. Our Digital Skills Framework and Sustainability Framework help us ensure these principles are embedded in everything we do. Please answer the following two questions to help us understand how our frameworks are reflected in your qualification. This information will not influence our approval decision for your qualification.

How does this qualification consider and factor in digital characteristics, such as problem solving, digital collaboration & communication, organisational security and handling data securely? Support your answer with data/examples, where appropriate.

How does this qualification consider and factor in sustainability themes and practices, such as procurement, energy sources & usage, management of resources and opportunities & consequences? Support your answer with data/examples, where appropriate.

Qualification information

You can only submit one qualification for each form. If you are submitting multiple qualifications you must start a new form for each qualification. Please include the name of the qualification as it appears on UCAS or the Ofqual register. Include the type of qualification. e.g. award, certificate, diploma.

Please note submission of Higher Nationals will need the consent of Pearson as IP owner.

What is the name of the qualification?

Is the qualification on the Ofqual register?

☐ Yes, qualification has been on register for more than 2 weeks
☐ Yes, qualification has been added to register in last 2 weeks
☐ No

(If “yes” to the above) What is the qualification number, as appears on the Ofqual register?

What is the level of the qualification?

☐ Level 4
☐ Level 5

Does the qualification feature pathways or optional modules?
Is this qualification part of a wider programme or qualification?

You can only submit one qualification for each form. If you are submitting multiple qualifications you must start a new form for each qualification.

(If “yes” to the above) What is the name of this wider programme/qualification?

Please provide more detail as to how this qualification relates to the wider programme/qualification.

Is this qualification attached to or related to an apprenticeship which you also deliver as a training provider or EPAO? Please tick all that apply.

- Yes, it may either be taken in an apprenticeship which we deliver (as training provider or EPAO) or as a standalone qualification.
- Yes, it is a mandatory qualification within an apprenticeship which we deliver (as training provider or EPAO).
- Yes, it can only be taken in an apprenticeship which we deliver (as training provider or EPAO).
- No, it is not attached to an apprenticeship which we deliver. It will be taken as a standalone qualification.

(If “yes” to the above) Which apprenticeship(s) is this qualification related to?

Does this qualification include a work placement?

- Yes, it includes a mandatory work placement arranged by the provider.
- Yes, it includes a mandatory work placement arranged by the learner.
- Yes, it includes an optional work placement arranged by the provider.
- Yes, it includes an optional work placement arranged by the learner.
- No, it does not include a work placement.

(If “yes” to the above) How many hours is the work placement?

If the qualification is a Higher National, do you have Pearson’s consent to deliver this qualification in their capacity as IP owner?

Please note submission of Higher Nationals will need the consent of Pearson as IP owner.

Employer engagement

Employers must have been engaged in the development of the qualification, assessment materials and assessment outcomes (to ensure that qualification content, assessment methods and assessment contexts are occupationally relevant). Evidence should outline which employers have considered the qualification in detail and how their comments have been factored in appropriately. Applicants should also provide evidence that employers would hire learners who have completed the qualification into the occupation. The more recent the employer engagement evidence is the more support it is likely to provide to your application. Generally, we expect evidence to be no more than 12 months old and to be clearly attributed to specific employers or relevant bodies.
The Apprenticeship End-Point Assessment plan includes assessment methods for each standard which have already been deemed occupationally relevant by employers. If you are using any assessment methods different to those in the EPA, we may need to request evidence of employer support for these methods after we have completed our initial analysis.

Evidence to support answers to the following questions should be uploaded to the Contextual Information and Evidence Upload Page of the application form.

If your qualification maps to multiple occupations, we expect credible employer engagement evidence for each occupation.

1. **Please outline what evidence you have that learners who pass this qualification will be hired into the occupation by relevant employers.**
   
   *Please submit detailed evidence to support your response. This evidence should demonstrate that employers have considered the merits of your qualification specifically, rather than giving a general endorsement without justification. Evidence could include letters / emails from employers in the occupation confirming that the qualification will equip learners with the Knowledge, Skills and Behaviours needed to be hired into the occupation, and graduate destination data showing the proportion of graduates progressing to employment in the occupation.*

2. **Please list which employers (name and job role) you have collaborated with during the design and development of the qualification and assessment, explain how you have captured their views, and give examples of how you responded to their comments and feedback.**
   
   *Please submit detailed evidence to support your response. Evidence could include meeting minutes, stakeholder engagement logs showing feedback received and action taken, letters or emails including employers’ comments and the actions you have taken in response to the feedback. This evidence should demonstrate that employers have considered the merits of your qualification specifically, rather than giving a general endorsement without justification.*

3. **Please provide detail of how employers will be involved in future reviews of the qualification to ensure that it remains relevant and continues to fulfil sector needs. Please include what the qualification review process involves (specifically in relation to employer engagement) and when/how regularly it takes place.**

**Route and occupational standards**

Please note:

- Qualifications will only be considered for approval against occupational standards approved and published by the Institute.

- Approval will be given at qualification level. Where there are a number of options or pathways within one qualification, each option or pathway must meet the Institute’s criteria and align to one or more occupational standards.

**Which route does the qualification fall under?**

- Business and Administration
- Construction
- Digital
- Education and Childcare
- Engineering and Manufacturing
- Health and Science
Legal, Finance and Accounting

Please select all the occupational standards aligned to the qualification. Note that only standards from the selected route will be considered in the review. Multiple standards may be selected for a single qualification.

You will be asked to provide evidence of the coverage of knowledge, skill and behaviour statements from the standards in the next section of the submission.

Which occupational standards are aligned to the qualification?

<table>
<thead>
<tr>
<th>If “Engineering and Manufacturing”:</th>
<th>If “Digital”:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Brewer</td>
<td>☐ Business analyst</td>
</tr>
<tr>
<td>☐ Electrical power networks engineer</td>
<td>☐ Cyber-security technologist</td>
</tr>
<tr>
<td>☐ Engineer Surveyor</td>
<td>☐ Data analyst</td>
</tr>
<tr>
<td>☐ Engineering Manufacturing Technician</td>
<td>☐ DevOps engineer</td>
</tr>
<tr>
<td>☐ Food and Drink Engineer</td>
<td>☐ Digital accessibility specialist</td>
</tr>
<tr>
<td>☐ Mineral Products Technician</td>
<td>☐ Digital community manager</td>
</tr>
<tr>
<td>☐ Process leader</td>
<td>☐ Network engineer</td>
</tr>
<tr>
<td>☐ Vehicle Damage Assessor</td>
<td>☐ Software developer</td>
</tr>
<tr>
<td></td>
<td>☐ Software tester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If “Education and Childcare”:</th>
<th>If “Business and Administration”:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Level 5 Early Years Lead Practitioner</td>
<td>☐ Coaching Professional</td>
</tr>
<tr>
<td></td>
<td>☐ Information Manager</td>
</tr>
<tr>
<td></td>
<td>☐ Learning and development consultant</td>
</tr>
<tr>
<td></td>
<td>☐ Business partner</td>
</tr>
<tr>
<td></td>
<td>☐ Operations or departmental manager</td>
</tr>
<tr>
<td></td>
<td>☐ School Business Professional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If “Legal, Finance and Accounting”:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Internal Audit Practitioner</td>
</tr>
<tr>
<td>☐ Investment Operations Specialist</td>
</tr>
<tr>
<td>☐ Payroll Assistant Manager</td>
</tr>
</tbody>
</table>
If "Health and Science":

- Associate ambulance practitioner
- Hearing aid dispenser*
- Oral health practitioner
- Associate continuing healthcare practitioner
- Dental technician (Integrated)*
- Health play specialist†
- Nursing associate (NMC 2018)*
- Clinical dental technician (integrated)*
- Mammography associate
- Sports coach - school coach
- Sports coach - high performance coach
- Sports coach - community coach
- Assistant practitioner (health)

By request:
- Senior Metrology Technician**
- Hygiene Specialist**
- Orthodontic therapist (integrated) ††

* If you have selected these standards:

You have selected a regulated occupation. Does the qualification meet regulatory body standards and has the qualification/training been approved by the regulatory body?

Please provide evidence (e.g. regulatory body name/registration number) and upload any relevant documents to the ‘Other attachments’ section on page 9.

† If you have selected this standard: Is your training approved by the Healthcare Play Specialist Education Trust?

Please provide evidence (e.g. regulatory body name/registration number) and upload any relevant documents to the ‘Other attachments’ section on page 9.

†† If you have selected these standards:

Please contact HTQ.Approvals@education.gov.uk before continuing.

If "Construction":

- BEMS (Building energy management systems) controls engineer
- Construction design and build technician
- Construction quantity surveying technician
- Construction site supervisor
- Facilities manager

By request:
- Building Services Engineering Technician**
- Construction Site Engineering Technician**

** If you have selected these standards:

Please contact HTQ.Approvals@education.gov.uk before continuing.
Additional occupationally relevant content

As well as specific content that aligns to a standard, qualifications can include additional occupationally relevant content which is deemed of value to employers. We expect the vast majority (substantive element) of the qualification to cover the KSBs within the aligned occupational standard(s). Where the qualification is formed of multiple pathways, we expect the vast majority of the content for each pathway to cover the KSBs within the occupational standard(s) to which that pathway is mapped. We may view additional content, request employer engagement evidence if required and make suggestions to awarding bodies on the occupational relevance of submitted additional content.

Does your qualification contain any content that does not map to KSBs?

If “yes” to the above:

Please summarise what your qualification delivers over and above the KSBs in the standard. Any additional content must add value for employers. Additional content could develop functional skills, aid progression, deliver cutting edge content or add breadth/depth that will be beneficial to employer.

What is your qualification's total guided learning hours (GLH) or total qualification time (TQT)?

Considering all the possible module/pathway options available within your qualification, what is the lowest proportion of GLH or TQT that a learner would spend on content aligned to KSBs within the mapped standard?

Note that we expect the vast majority (substantive element) of the qualification to cover the KSBs within the aligned occupational standard(s). If this is not the case for your qualification, we recommend contacting the HTQ team to discuss further before continuing your application.

Knowledge, skills and behaviours coverage within the qualification

Please identify which knowledge, skill and behaviour statements from the occupational standard are covered within the qualification. To do this, please follow this link to the KSB mapping spreadsheet where you can enter this information before uploading a completed version of your application to the evidence upload page of this application form.

Full instructions are included on the spreadsheet for ease of use offline.

Where knowledge, skill and behaviour statements are covered, you will be asked to provide a precise reference to where in the qualification this content can be found. In a separate cell you should quote the wording which signals the aligned content. Please be as concise as possible to ensure unequivocal confirmation of alignment.
Where knowledge, skill or behaviour statements are partially covered or not covered, you should provide a rationale for the exclusion of this content from the qualification in the appropriate cell. The employer engagement evidence provided should support this rationale. For more information on how to complete the spreadsheet, please follow this link for further guidance. The spreadsheet has automatically generated an item for each knowledge, skill and behaviour statement (KSB) contained within the chosen standard so please do not remove or add any further KSBs, as it requires the exact number.

Does every possible combination of modules/units/pathways ensure that a learner achieves competence in the occupation(s) which the TQ is in respect of and for which the Institute has published an occupational standard?

Assessment

Assessment methods

- Applicants must submit three sets of assessment materials (details below). Assessment materials submitted for review must assess mapped knowledge, skills and behaviours within the occupational standard.

- Where the qualification contains core and optional modules, at least two of the three sets of assessment materials must map to the core modules.

- If the HTQ offers multiple pathways which each map to a different occupational standard, assessment materials for each standard must be submitted as well as assessment materials for core components if they also map to KSBs. This may mean that more than three sets of assessment materials are required. Therefore, if a HTQ includes common core content mapped to KSBs, and then 4 optional pathways which map to 4 occupational standards, the Institute would expect to receive a minimum of 5 assessment packages, 1 for each occupational standard and 1 for a core component.

Please itemise the different assessment methods within this course and provide a rationale why each of these particular methods is the most appropriate way of assessing the KSBs from the occupational standard(s). HTQs must use a mixture of assessment methodologies. For example, written and practical. Assessment material which only demonstrates one type of assessment method will not be accepted. If the assessment method is used in the most recent Apprenticeship End Point Assessment plan for the occupation, you can just indicate ‘EPA method’ as the rationale- there is no need to supply a particular justification for the use of any methods included in the EPA Plan.

Tables

<table>
<thead>
<tr>
<th>Assessment method</th>
<th>Rationale*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10
### Assessment Strategy

<table>
<thead>
<tr>
<th>Description</th>
<th>Name of your document(s) where this material is covered - all referenced documents must be uploaded in the next section</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment design:</strong></td>
<td></td>
</tr>
<tr>
<td>• For assessment methods not included in the EPA, an explanation for each unit/component of assessment of why the proposed assessment methods are considered the most valid for the KSBs being targeted. Explanations could include detail about the principles, theories and practical considerations when determining the best method of assessment to assess a particular construct.</td>
<td></td>
</tr>
<tr>
<td>• Explanation of approach used to determine controls for each assessment, including non-examined assessments.</td>
<td></td>
</tr>
<tr>
<td>• Where relevant: explanation of principles/approach to whether and to what extent centre adaption of tasks is permitted, including rationale for approach.</td>
<td></td>
</tr>
<tr>
<td>• Where relevant: explanation of measures in place to support centres in adapting tasks, including monitoring of any adaptations.</td>
<td></td>
</tr>
<tr>
<td>• The approach taken to ensure that the demand of assessments is set appropriately to the level of the qualification.</td>
<td></td>
</tr>
<tr>
<td>• Explanation of types of mark schemes and marking criteria employed and their suitability for the assessment methods.</td>
<td></td>
</tr>
<tr>
<td>• An explanation of how mark schemes will provide differentiation between grades and how they are applied consistently.</td>
<td></td>
</tr>
<tr>
<td>• Explanation of the approach taken to develop mark schemes and marking criteria, and how the approach has been reviewed over time. Explanations could include detail of the controls used when developing marking criteria to ensure reliability of judgements made against marking criteria.</td>
<td></td>
</tr>
</tbody>
</table>
- Explanation of how assessments will be delivered consistently from series to series over the lifecycle of the qualification.
- Quality assurance processes used when designing assessments.

### Content coverage:

- Content in scope to be addressed by each unit/component of assessment
- How content covered by each assessment is varied over time where relevant
- Where content covered by each assessment is not varied over time, the rationale for this and how inappropriate predictability is mitigated

### Marking approach:

- How examiner recruitment, training and/or standardisation (including ongoing CPD requirements and training guidance, where appropriate) ensures reliability.
- How you review examiner marking and adjust it where necessary to mitigate risks including where centres carry out assessments (if applicable)

### Minimising Bias:

- How you ensure bias is minimised when developing and administering your assessments

### Grading approach:

- Range of qualification-level and (if applicable) component-level grades available
- How overall qualification-level grades are derived from component-level grades (if applicable) and whether requirements for component-level grades (such as number of marks) to achieve a given grade are set out up front or determined after assessments have been taken.
- The overall awarding process (i.e. academic board process)
- Moderation processes and any internal verification undertaken

Standard setting:

- How standards are/were set initially, and how standards are maintained over time and between different cohorts. This could include processes to adjust expectations at component level to secure suitable qualification level standards and the technical methodology and range and weighting of evidence used, with examples.
- How comparability is maintained where there are multiple modes (e.g. paper and computer)

Ensuring manageability:

- Module and course summative assessment windows
- How you ensure your assessments are manageable for students and providers assessments

Assessment Package

<table>
<thead>
<tr>
<th>Description</th>
<th>Name of your document(s) where this material is covered - all referenced documents must be uploaded in the next section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment materials</td>
<td>Please provide three sets of assessment materials that illustrate a minimum of two different assessment methods. These materials must be no more than 2 years old and must include:</td>
</tr>
<tr>
<td></td>
<td>• Module/unit learning objectives</td>
</tr>
<tr>
<td></td>
<td>• Live or sample question paper(s) and/or task brief(s) that illustrate a minimum of two different assessment methods</td>
</tr>
</tbody>
</table>
• Associated mark scheme(s) and/or assessment criteria (eg marking rubric) for each question paper/and or task brief

• Specification content coverage record for each assessment, where applicable

• Unit/component and qualification-level grade descriptors, where applicable

---

**Contextual information and evidence**

**Contextual information**

We collect this information to understand the context and geographical spread of HTQ delivery. This information is not part of the approvals process.

**Mandatory questions about your qualification or organisation**

**When is the next planned qualification revalidation?**

**How many learners were awarded this qualification last year?**

**What is the Student Loans Company course code for this qualification?**

**What is the current funding allocation for this qualification? E.g. HE student finance or Advanced Learner Loan**

**How long is this qualification in academic years?**

**How many credits are awarded for this qualification, and under which framework are they awarded (e.g. Ofqual, QAA)?**

**In which of the following regions is the qualification currently delivered?** Please indicate regions with providers already in place if this is a new qualification.

- [ ] East Midlands
- [ ] North East
- [ ] Greater London
- [ ] North West
- [ ] South East
- [ ] South West
- [ ] West Midlands
- [ ] All regions
- [ ] None - this is a new qualification with no providers currently in place
To help employers understand what graduates of your qualification will have achieved, please summarise what a pass (or equivalent) on this qualification will attest to in terms of level of competence or readiness for employment in the sector.

For context on how you maintain the validity of your qualification's assessment, please summarise the approach you take to monitor the key aspects of the qualification that may affect its validity through its lifecycle. Please include an explanation of the sources of evidence that are evaluated to identify any issues with the on-going validity of the qualification.

Optional questions about participation in and awareness of HTQs

Please indicate any strategies you have in place to ensure broad appeal and diverse participation of learners in this qualification, supporting your answer with data. If you have any relevant documentation, please submit as part of "Other Attachments" below.

Please outline your strategy/plans to increase uptake of HTQs amongst learners and increase awareness of the HTQ brand.

If possible, please could you upload a list of your current delivery partners for this qualification, so we can monitor the coverage of HTQs and support providers appropriately.

Which T Levels would prepare learners for this qualification, and which apprenticeships could they progress on to afterwards?

Is this awarding body part of the learner complaints scheme run by the Office of the Independent Adjudicator?

Is there any other contextual or background information you wish to share about your application or qualification?

Evidence upload

Please attach evidence referenced throughout the previous pages and complete the below checklist to confirm that all evidence has been submitted.

Evidence must be in the form of attached offline documents rather than links to your intranet. Missing, partial or unclear evidence will result in the review of your application being delayed.

Where possible, submit a zip folder if there are multiple items under the same category.

Please add your attachments here.

Please do not upload scanned documents.

- KSB Mapping spreadsheet (must use Institute template)
- All qualification documents referred to in KSB mapping sheet
- Qualification structure outline showing each module code, name, level, credits and whether it is core/optional (must use Institute template)
- Employer engagement evidence
Assessment evidence (information about assessment approach/ strategy plus required assessment materials)

Other attachments (e.g. current delivery partners)

Are there any documents or materials you have attached or KSB evidence you have cited/submitted that you do not wish to be published for the purposes of public consultation or disclosed under a freedom of information request? We may contact you to discuss these documents, with a view to ensuring that any public consultation is meaningful and that there is fairness to all applicants involved in the process?

(If “yes” to the above) Please list any documents, materials or KSB evidence and provide an explanation.

Checklist

Please complete the below checklist to confirm evidence submission. Mandatory evidence is marked with an *.

- KSB Mapping Spreadsheet with all fields complete (must use Institute template) *
- All qualification documents referred to in KSB mapping sheet*
- Qualification structure outline showing each module code, name, level, credits and whether it is core/optional (must use Institute template) *
- Employer engagement evidence for each application form question *
- Three sets of assessment materials that illustrate a minimum of two different assessment methods and cover all required details as stated in the assessment section *
- Assessment strategy / documents fully covering the elements of your assessment approach as stated in the assessment section *
- Regulatory Body Documents (if applicable)
- List of delivery partners

*Those with asterisks mandatory to proceed with submission.*