

Adaptation addendum

Qualification reference number(s)	Qualification title(s)
603/2964/6	NCFE Level 1/2 Technical Award in Art and Design
Summary of changes	<p>V8 – 22.03.21 updates to synoptic project and set date assessment sections with further details on mid-flight and completing learners and approaches that can be used to inform teacher assessed grades.</p> <p>V7 - 22.02.21 The new version number is to reflect 2021 updated template layout to include further information on alternative arrangements for awarding in 2020/21. Previous version title 'AT 60329646 L12 Art & Design V6'.</p>
Qualification Purpose	This qualification is designed for learners who want an introduction to art and design which includes a vocational and project-based element. The qualification will appeal to learners who wish to progress onto further study.

Assessment adaptation

Assessment	Approach following autumn 2020 adaptations	Additional adaptations for 2020/21
	<i>What we require for this type of assessment at present, including flexibilities already introduced in autumn 2020.</i>	<i>The additional flexibilities and adaptations that will apply during 2020-21.</i>
Controlled assessment / synoptic project	<p>These assessments are completed in a set number of hours and the centre arranges supervised periods of external assessment within a set window.</p> <p>The synoptic project is externally set by NCFE, internally graded by the centre and externally quality assured by NCFE.</p> <p>We have updated our assessment variation process to allow centres to use additional test centre locations.</p>	<p>Where they can be delivered in line with public health guidelines, controlled and synoptic components will continue to proceed.</p> <p>Where assessments continue, all relevant qualification content must still be delivered, and assessment criteria met.</p> <p>To further support Centres significant adaptations have been made to the conditions of the V Cert Technical Award synoptic project, including:</p>

		<ul style="list-style-type: none">• adapted the delivery and completion conditions so that it can now be completed by students remotely• removed the requirement to complete within set hours• updated the assessment window, maintaining the same release date and extending the submission dates to allow more time for completion of the hours. <p>More information can be found here.</p> <p>Guidance for adaptations to the Synoptic Project Brief</p> <p>The following adaptations apply to the Synoptic project released in December 2020.</p> <p>Learners should seek support from their assessor if they have already started their project and need to change their approach, for example where they are unable to access equipment and/or workspaces at the centre and cannot produce the evidence they were planning to submit. In these circumstances' assessors are permitted to provide guidance to students regarding how to adapt their approach to the brief.</p> <p>The requirement to complete the stages required to create your art and design proposal, for a minimum of two pieces of art or design work, covering two disciplines will remain, however, the requirement to produce two pieces of Art and Design work, in two disciplines is amended to:</p>
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		<p>One piece of Art / Design work, in one discipline that responds to the given theme.</p> <p>As per the revised brief - learners should:</p> <ul style="list-style-type: none">• carry out research on the given theme• find examples of work by a range of artists and designers that have connections to the given theme• analyse how effectively the artists and designers have used visual language• analyse how their research represents the theme. <p>The completed piece of art or design work may be presented as evidence via video / photographs for assessment.</p> <p>Learners should consider the resources available to them in undertaking creation of the final piece and this should be discussed with assessors for feasibility. Where learners may struggle with resources available at home, they should discuss with assessors and look to make arrangements where safe and possible to do so, to collect resources from the centre.</p> <p>Learners must evaluate their project and performance using the learner log.</p>
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		<p>Grading Descriptors</p> <p>In the grading descriptors, for the use of the word 'complete' as a differentiator in AO4, we want to be clear to centres that 'complete' is based on the amended adaptations requirements contained within this adaptation guidance.</p> <p>The live synoptic project brief <u>HAS</u> been updated.</p> <p>Centres should follow the new brief using the adaptation guidance within this document to support the learner whilst working remotely from home.</p> <p>This qualification is in scope for alternative arrangements and if required can be awarded via an assessed grade from the centre.</p> <p>Whilst the V Cert Level 1/2 Technical Awards are in scope for alternative awarding arrangements, we strongly advise that the Synoptic Project continues, where possible and in line with any permitted adaptations, as this will form a key piece of evidence in informing the qualification grade overall.</p> <p>Synoptic Project Deadlines</p> <p>In response to your feedback, we have made further changes to the synoptic project submission process to allow additional flexibility for learners and centres.</p> <p>Deadline dates for submission 1 and submission 2 have been removed, centres will now only work towards the TAG submission dates – ensuring that all</p>
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		<p>final grades are submitted by the closing date which will be the mid-June 2021.</p> <p>Mid-flight and Completing learners Year 9/10 learners will be classed as 'mid-flight' learners if they are not expecting to certificate in this academic session. Learners completing this academic session and expected to certificate, will typically be year 11 learners. We've outlined below further guidance for year 9/10 mid-flight learners and completing learners who may have been expecting to complete the synoptic project component in this academic session.</p> <p>Year 9/10 learners (mid-flight): Mid-flight learners would not be expecting to complete the synoptic project, given this is only expected to be completed in the final year of certification. For those who were expected to complete the external assessment, please refer to the guidance detailed further down in this adaptation template.</p> <p>Year 11 learners (completing learners): Learners should aim to complete the synoptic project where possible, in line with the permitted adaptations within this adaptation guidance document. Where this is completed, the grade achieved can be used to inform the unit 1 external assessment teacher assessed grade, given that the synoptic project covers content across the full qualification.</p> <p>Can learners still have a resubmission? Yes, learners will still be able to have a resubmission opportunity, this will be managed internally by the</p>
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		<p>centre. Learners should have opportunity to undertake two submissions (first submission and resubmission) but the final grade only should be entered onto the portal. Grades for a learners first submission do not need to be entered on the portal, but assessment records should be kept up to date to provide a full audit trail of the resubmission.</p> <p>EQA reviews We would encourage you to book your EQA review as soon as possible.</p> <p>On our portal there will the option to submit your grades as standard or via a teacher assessed grade. If you have completed the synoptic project fully then please submit the grade as standard. Where you have not been able to complete the synoptic project fully and are supplementing it with any additional evidence, please indicate this as a TAG when submitting on the portal.</p> <p>Once we have received your final grades submitted in the portal (either as standard or TAG), the EQA review can take place. Your EQA review will be supportive, will review your TAG approach (if applicable) along with any evidence, alongside the usual annual centre checks.</p> <p>Further information and guidance on TAG evidence can be located NCFE's approach for 2020-21 document. If centres require additional support, they can discuss this with their allocated EQA and a further review can be arranged if required to support.</p>
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<p>Set date assessments</p>	<p>A large number of our qualifications have external assessments that must be sat on a set date and time and at your centre.</p> <p>Previously, where assessments were timetabled for a set date and time, we:</p> <ul style="list-style-type: none"> • updated our assessment variation process to allow centres to use additional test centre locations • added additional assessment opportunities to the 2020-21 timetable <p>However, following the January 2021 announcement that exams were cancelled, these will only remain applicable to those exams which are used to demonstrate a practical or occupational competence, or are assessments within qualifications which are not in scope for alternative awarding arrangements.</p>	<p>Set date and time assessments from February 2021 onwards are cancelled.</p> <p>This qualification is in scope for alternative arrangements and if required can be awarded via an assessed grade from the centre. To be eligible for submitting a Teacher Assessed Grade, centres need to ensure they have registered the learners for an external assessment they would have been expected to sit.</p> <p>Mid-flight and Completing learners Year 9/10 learners will be classed as ‘mid-flight’ learners if they are not expecting to certificate in this academic session. Learners completing this academic session and expected to certificate, will typically be year 11 learners. We’ve outlined below further guidance for year 9/10 mid-flight learners who may have been expecting to complete the external assessment component this academic session.</p> <p>Year 9/10 learners (mid-flight): This qualification is designed to typically be delivered as a 2-year study programme in year 10 and 11, so that the first attempt to undertake the external assessment is undertaken in year 10. Where this delivery model is followed, centres should ensure the learners are registered for the March or Summer exam to enable them to be able to submit a teacher assessed grade. Whilst centres follow this delivery model and won’t complete the synoptic project until year 11, they can use other forms of evidence to inform the teacher assessed grade for external assessment, including;</p> <ul style="list-style-type: none"> • Classwork or homework assessments • Practice papers – past papers and mark schemes are available on our website for this qualification
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		<ul style="list-style-type: none">• Informal or formative assessments <p>A teacher assessed grade submitted, must be based on some form of evidence as outline above.</p> <p>Year 11 learners (completing learners): Learners expecting to complete and certificate this session, may have a grade already banked for the external assessment from the previous year from the learners first attempt, but may have been expecting to resit the external assessment in March or the Summer. Where this is the case, centres can submit a teacher assessed grade for the external assessment but must ensure they have registered learners for this exam to enable them to submit a teacher assessed grade on our portal. The teacher assessed grade can be informed by the following methods;</p> <ul style="list-style-type: none">• Learner completes the synoptic project fully or partially and the grade achieved is used to inform the teacher assessed grade for the unit 1 external exam as the synoptic project covers content from across the full qualification and therefore is a reliable form of evidence in which to base a teacher assessed grade• other forms of evidence previously mentioned for mid-flight learners could also be used to inform the teacher assessed grade. Where centres have additional evidence to support an alternative grade, this evidence should be retained by the centre for EQA checks if required. All Teacher Assessed Grades will need to be submitted within the same timeframe for the TAG portal window.
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		Further information and guidance on TAG evidence can be located NCFE's approach for 2020-21 document.
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