Adaptation Addendum

Academic Year 2021-2022

Introduction

The government's intention is that work placements, exams and assessments will take place in the academic year 2021 to 2022, therefore moving away from results being based on Teacher Assessed Grades (TAGs) used in 2020 to 2021, where this was permitted. This is because assessments and exams continue to be the fairest way for students to evidence what they know, all other things being equal.

The government recognises, however, that students who will be taking exams and assessments have experienced significant disruption to their education and that these students may also need continued support in the face of any further disruption.

We recognise that students who will be taking exams and assessments in 2021 to 2022 have had significant disruption to their education since March 2020, and we remain committed in continuing to support students in the face of any further disruption.

In the academic year of 2021 to 2022 under the 'Vocational and Technical Qualifications Contingency Regulatory Framework' (VCRF) all qualifications will move into Category A. This means all assessments are expected to continue but we are permitted to continue to make adaptations to assessments and qualifications to take account of the ongoing impact of the pandemic, where we can do so without undermining the validity and reliability of our qualifications.

Students must only access permitted adaptations where they are needed to mitigate the impact of learning loss, continued disruption and / or ongoing public health restrictions. This will be monitored through our external quality assurance process to support the validation of any adaptations adopted, ensuring they are not applied where not needed. Where adaptations are applied unnecessarily, centres may be given an action or downgraded in their EQA reviews, therefore be sure to check with your allocated EQA on the application of any adaptations.

This addendum contains further information on what specific adaptations are permitted for these qualifications in the academic year of 2021 to 2022, please see further details below.

Assessment adaptation

No.	Assessment	2021/2022 Academic Year Adaptations
2	Internal assessment: skills and knowledge	All content must be delivered, and all assessment criteria assessed. Internal assessment can be undertaken remotely for Students, where required and where possible. We will also continue to offer remote EQA reviews. Further guidance on how to prepare for this can be found here. We believe that the flexibilities that centres already have with respect to the types of evidence they may use to meet knowledge and skills-based assessment criteria, are sufficient to enable most Students to continue to mitigate the ongoing Covid-related risks. This includes the continuation of the use of alternative assessment methods or evidence where needed or required. You can find further advice and guidance on the preparation of portfolios of evidence here. To support with learning loss, remote learning where required or where centres may experience continued or localised disruption to learning, we've created guidance to support a more streamlined approach to assessment and to increase flexibility. We have updated our guidance here and continue to permit the use of 'centre devised assessments'. We appreciate that to create and capture evidence for the skills aspect of these assessments, Students may need access to specialist facilities/equipment. As our existing guidance permits, to mitigate Covid-related challenges in accessing facilities/equipment, we would encourage centres to consider, for example: • using expert witness testimonies to confirm the observation of Student competence over time where direct observation is not possible

		• using observation of simulated activity to evidence the demonstration of competence where direct observation is not possible • carefully considering how to schedule teaching, learning and assessment activity during the year, recognising that it may not be possible to access specialist facilities/equipment in all weeks. **Remote Technology** The use of remote technology is prohibited within early years, schools, childcare and health and social care settings where there is a potential risk of users of the service or their carers/ families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as iPads, mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, Assessors cannot complete remote observations to prove competency by viewing Students 'live' using remote technology. The use of remote technologies could be considered to support aspects of the student's performance. For example, this may include planning sessions, on-line meetings and remote activities in which the student is contributing, and where the assessor could also attend remotely or observe through use of technology. In these examples, the Student MUST be in an environment away from any service users. The use of technologies could also be considered for capturing Expert Witness Testimonies. We would also encourage centres to consider how they might use alternative and/or digital solutions to gather and store evidence including, for example: • centre-set short response or multiple-choice tests • professional discussion recordings • annotated learning plans • photos and videos. We've partnered up with VEO, who offer a digital solution for Video Enhanced Observations (VEO).

		VEO is a secure video online platform for recording and tagging videos. It offers a more efficient way to mark NCFE skills assessments, which can be undertaken remotely. VEO empowers Students and teachers by providing a simple and secure way to capture observation-based assessments, that saves time while preparing Students to pass skill-based assessments. The platform allows you to digitally record and mark practical assessments online and remotely. Please see link here for further details.

NCFE Level 2 Award in Creative Craft (601/3361/2), NCFE Level 2 Award in Creative Craft (Art and Design) (601/3361/2/ART), NCFE Level 2 Award in Creative Craft (Cake Decoration) (601/3361/2/CAK), NCFE Level 2 Award in Creative Craft(Construction) (601/3361/2/CON), NCFE Level 2 Award in Creative Craft (Cookery) (601/3361/2/COO), NCFE Level 2 Award in Creative Craft (Floristry) (601/3361/2/FLO), NCFE Level 2 Award in Creative Craft (Heritage and Traditional Crafts)(601/3361/2/HTC), NCFE Level 2 Award in Creative Craft (Textiles) (601/3361/2/TEX)

Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

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