

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 this qualification in the academic year of 2021 to 2022, please see further details below.

Assessment adaptation

| No. | Assessment | 2021/2022 Academic Year Adaptations |
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| 1 | Internal assessment: knowledge | <p>All content must be delivered, and all assessment criteria assessed.</p> <p>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.</p> <p>We believe that the flexibilities that centres already have with respect to the types of evidence they may use to meet knowledge-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.</p> <p>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'.</p> <p>We would also encourage centres to consider how they might use alternative and/or digital solutions to gather and store evidence including, for example:</p> <ul style="list-style-type: none"> • centre-set short response or multiple-choice tests • professional discussion recordings • annotated learning plans • photos and videos. <p>Please note that all adaptations must be applied in line with the Education and Training Foundation's Assessor and IQA adaptation guidance. Please note, the ETF's joint AO guidance is currently under review and a new version will be republished by October 2021. We will communicate about this and upload the new version in</p> |

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| | | <p>due course. Centres should refer to the existing guidance in the meantime.</p> <p>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.</p> |
| 4 | <p>Observation of competence via workplace or mandatory work placement; essential e.g. due to licence to practice requirements in a given occupational area</p> | <p>The work placement in this qualification is essential for occupational competency or licence to practice requirements; the relevant qualification content must still be delivered, and assessment criteria met. It is not possible to award qualifications safely, reliably, and validly if key occupational skills have not been demonstrated and assessed.</p> <p>Although Students are still required to complete the work placement, the focus should be on learning outcomes and evidencing competence.</p> <p>We have outlined within each adaptation addendum where it is possible to adopt alternative assessments methods to demonstrate some of the requisite practical skills. These adaptations could include expert witness testimony, simulation or reflective work accounts. Where it is not possible to adapt the assessment and workplace demonstration is still required, we have made it clear in this adaptation addendum.</p> <p>No further alternative awarding arrangements can be applied to mandatory work placements, therefore where they cannot be completed a delay may be required.</p> <p>Placement Support:</p> |

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| | | <p>We understand that it may be challenging for Students to enter placement settings due to ongoing public health restrictions and therefore, we have created a pre-placement programme for Students who may not be able to access their placements. The preparing for placement programme will be a useful tool for Students to work through whilst waiting for a suitable time to begin their placements or re-enter settings. We have created separate programmes for Students in the following sectors: early years and childcare; health and social care; and, supporting teaching and learning. Find the programme suitable for your Students on the individual sector pages linked below.</p> <ul style="list-style-type: none">• Early years and childcare• Health and social care• Supporting teaching and learning <p>COVID-19 vaccination for further education students</p> <p>Under existing advice, young people aged 16 to 17 with underlying health conditions which put them at higher risk of serious COVID-19 should have already been offered vaccination. Young people aged 16 to 17 years, who are employed in, studying or in training for health and social care work will also continue to be eligible for vaccination.</p> <p>JCVI have also recommended an ongoing offer of vaccination to those about to turn 18 years old, so that those within 3 months of their 18th birthday are eligible for vaccination.</p> <p>As agreed by the Education and Training Foundation (ETF):</p> <p>It is in everyone's interest to maintain the rigour and quality of the Diploma in Education and Training (DET) as the recognised teaching qualification for the FE sector and as this, in normal times, means competence to deliver face to face teaching and training, and employers would expect such from a qualification holder, it should always be borne in mind</p> |
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| | | <p>that it is a priority to seek to maximise face to face opportunities and assessments, wherever possible.</p> <p>Therefore, in the case of the DET which is a large qualification, and opportunities for experience and assessment will extend through the year, centres should seek to delay such, insofar as possible, until face to face opportunities allow.</p> <p>Any deviations from the full qualification guidance should be the exception rather than the rule and every effort to be compliant should be made: these mitigations are to be applied in extremis.</p> <p>It should also be noted that as we are in a dynamic environment: these guidelines may be subject to further review to ensure they are still appropriate.</p> <p>Under the current Covid-related circumstances, it is recommended that learners on two-year programmes be observed a maximum of four times in year one, and that the unit 'Developing teaching, learning and assessment in education and training' be delivered and assessed in year two, with knowledge units delivered at the start of the programme.</p> <p>Therefore, the current position is that centres should comply with the full guidance and 100 hours of teaching practice and 8 observations are required as previously.</p> <p>Should, however the current situation re. restricted access to face to face teaching opportunities persist or there is a return to lockdown (local or otherwise) the following is permissible:</p> <p>The requirement for 100 hours teaching practice remains, however, this may include:</p> <ul style="list-style-type: none">• one to one, up to a maximum of 15 hours• live remote delivery, i.e. delivery where the tutor and learners are simultaneously present online and engaged and there is live interaction. <p>The requirement for 8 observations remains,</p> |
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| | | <p>however, this may include:</p> <ul style="list-style-type: none">• observations of one to one (to a maximum of 2)• observations of live remote delivery. <p>The above are deviations from normal, established assessment practices, and therefore centres must state clearly their justifications, before proceeding with them.</p> |
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