

# 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.

NCFE Level 3 Award in Assessing Competence in the Work Environment: (501/0882/7)  
 NCFE Level 3 Certificate in Assessing Vocational Achievement: (501/0885/2)  
 NCFE Level 3 Award in Assessing Vocationally Related Achievement (501/0886/4)  
 NCFE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (501/0889/X)  
 NCFE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (501/0890/6)

## Assessment adaptation

No.	Assessment	2021/2022 Academic Year Adaptations
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 <a href="#">here</a>.</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 <a href="#">here</a>.</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 <a href="#">here</a> 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"> <li>• centre-set short response or multiple-choice tests</li> <li>• professional discussion recordings</li> <li>• annotated learning plans</li> <li>• photos and videos.</li> </ul>

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		<p>All adaptations must be applied in line with the Education and Training Foundation's Assessor and IQA adaptation guidance. <b>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 due course. Centres should refer to the existing guidance in the meantime.</b></p> <p>We've partnered up with VEO, who offer a digital solution for <a href="#">Video Enhanced Observations</a> (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 <a href="#">Students</a> 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 <a href="#">mark practical assessments</a> online and remotely. Please see link <a href="#">here</a> 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 <b>not</b> possible to adapt the assessment and workplace demonstration is still</p>

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	<p>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><b>Placement Support:</b></p> <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"> <li>• <a href="#">Early years and childcare</a></li> <li>• <a href="#">Health and social care</a></li> <li>• <a href="#">Supporting teaching and learning</a></li> </ul> <p><b>As agreed by the Education and Training Foundation</b></p> <p>Where possible in person observation should be undertaken but where this is impossible some adjustment may be made in line with the following guidance: It is recommended that to provide the best experience for students, conditions during learning programmes should be as real and as close as possible to those likely to be experienced during their careers. Whilst the current situation persists, live remote observation may be permitted providing all</p>
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		<p>             participants are present during the live observation (ie the person assessing the candidate assessor, the candidate assessor and the learner) and they have a clear view and are able to hear the detail of the assessment activity for the duration of the activity. Recordings of the live remote observation must be securely stored and made available for IQA and EQA purposes. Centres must have clear justifications for using live remote observations before proceeding with them. Additionally, recordings should be maintained such that evidence can be subject to EQA. It is recommended that centres start their programmes with the knowledge unit. It is strongly recommended that centres delay assessment until a suitable opportunity for face to face assessment does become available, and that delivery and assessment of the knowledge content is prioritised.           </p>
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