

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	<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 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.</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 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:</p> <ul style="list-style-type: none"> • using expert witness testimonies to confirm the observation of Student competence over time where direct observation is not possible

		<ul style="list-style-type: none"> • 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. <p>Remote Technology</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>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 these qualifications 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>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 addenda.</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>CIMSPA are advising that the sector returns to a near to normal situation as possible whilst complying with Public Health guidelines, especially as facilities are now opening and there is the opportunity to meet and deliver services to clients outside the home and in a more real-world environment. However, if there is a need to apply *adaptations these principles will continue to remain available:</p> <ul style="list-style-type: none">- allowing peer to peer- non-real-world environment- adaptation to equipment- professional discussion. <p>*These adaptations should be used only as and when required.</p> <p>CIMSPA has also published the following adaptation requirements for Personal Training qualifications:</p> <ul style="list-style-type: none">• Students must have been formatively assessed utilising equipment as prescribed in either the National Occupational or Professional Standard. Evidence of formative assessment having taken place must be available upon request.
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	<ul style="list-style-type: none"> • Summative practical assessments must be conducted practically. Adaptations to the prescribed assessment methods are not permitted. • Practical assessment must be delivered in line with appropriate government guidance. • The expectation remains that the practical delivery is in line with the client/participants screening process. Client/participants used for the practical assessment must be screened and the delivery of the assessed session(s) must be in line with the agreed plan. • Students using members of their household and peers to conduct the assessment is permitted, where required. <p>Level 3 Diploma in Gym Instructing and Personal Training also has the following additional guidance for the gym instructing components:</p> <ul style="list-style-type: none"> • Students must have been formatively assessed utilising equipment as prescribed in either the National Occupational or Professional Standard. Evidence of formative assessment having taken place must be available upon request. • Have been formatively assessed in the gym environment instructing a range of equipment as set out in the qualification's specification. • Summative practical assessments should be conducted practically. • Practical assessment must be delivered in line with government guidance on social/physical distancing (if still in place). • The expectation remains that the practical delivery is in line with the client screening and goal setting process, client used for the practical assessment must be screened and the delivery of the assessed session(s) must be in line with the agreed plan. • Where facilities are unable to be accessed due to reasons stated above, the use of professional discussion can be included within the accepted assessment methods.
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NCFE Level 3 NVQ Diploma in Personal Training (501/1999/0), NCFE Level 3 Certificate in Personal Training (500/8526/8), NCFE Level 3 Diploma in Personal Training (603/3491/5) NCFE Level 3 Diploma in Gym Instructing and Personal Training (603/4388/6)

		<ul style="list-style-type: none">• Students using members of their household and peers to conduct the assessment is permitted, where required. <p>More information can be found on the CIMSPA website - https://www.cimspa.co.uk/library-and-guidance/coronavirus---cimspa-briefings/cimspa-policy-guidance---coronavirus</p>
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