

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, we also remain committed to ensuring exams and assessments go ahead in the academic year 2021 to 2022. This is because assessments and exams continue to be the fairest way for students to evidence what they know, all other things being equal.

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.

T Levels¹ adaptations may be considered to the delivery of Occupational Specialism assessments only. This may include, for example, pushing the set time for the Occupational Specialism assessment back further in the academic year so students have more time to develop required skills. Any adaptations proposed would need to be agreed by Ofqual and the Institute for Apprenticeships and Technical Education (the Institute) before being communicated. Students must only access adaptations where approved and 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.

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.

Summary of changes

December 2021	Version 2.0	Updated to reflect introduction of temporary flexibilities to support industry placements
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Assessment adaptation

No.	Assessment	2021/2022 Academic Year Adaptations
n/a	Placement hours and Covid-19	<p>Recognising the ongoing impact of Covid-19, the Department for Education has introduced temporary flexibilities for 2020 and 2021 T Level students undertaking Education and Childcare. These flexibilities will ensure that industry placements are deliverable and aligned to current working practices. They will be withdrawn in July 2023.</p> <p>Reduction in minimum placement hours for students on the Early Years Educator Occupational Specialism Applicable to 2020 and 2021 T Level students</p> <ul style="list-style-type: none"> • In exceptional circumstances where providers are unable to secure placements of 750 hours for T Level students who started on the Early Years Educator Occupational Specialism in September 2020, we have reduced the minimum placement hours to 415 hours in order to recognise the exceptional circumstances in light of the pandemic. This flexibility is extended to students who started on the Early Years Educator Occupational Specialism in September 2021. • Providers must continue to plan to deliver the early years placements of 750 hours over the 2-year delivery period and do their best to achieve these hours. • In situations where providers are unable to secure placements of 750 hours, they must still ensure students have met all the learning outcomes of the T Level qualification (and so the Early Years Educator Criteria) to achieve their full T level certificate. Providers must: <ul style="list-style-type: none"> ○ plan placements of 750 hours over the 2-year TQ delivery period ○ ensure students complete a minimum of 415 placement hours, of which 100 must be guided learning hours on placement to reflect the time needed for students to develop the skills and knowledge required, and for formative assessment to take place to demonstrate success

		<ul style="list-style-type: none"> ○ ensure students are able to demonstrate competence against all of the learning outcomes of the T Level qualification (and so the Early Years Educator Criteria) ○ ensure students are assessed using appropriate methods for practical competence ○ identify other relevant and useful activities and learning the students can do/ be provided with if they are unable to complete 750 placement hours which will support their development of the relevant technical knowledge, skills, and behaviours. <p>The Joint Awarding Body Quality Group (JABQG) Risk Rated Approach for students on the Early Years Educator Occupational Specialism Applicable to 2020 and 2021 T Level students</p> <ul style="list-style-type: none"> • Recognising that Covid-19 has made it more difficult for students and assessors to access early years workplace settings on placement, the JABQG has produced the JABQG Risk Rated Approach guidance to assessing the Early Years Educator criteria. The guidance risk rates the EYE criteria and identifies which elements of the criteria can be assessed through methods other than direct workplace observation, to maximise and optimise the student's opportunities within the real work environment. This brings in the assessment of the EYE criteria in line with the approach being used with other Level 3 early years courses. • The JABQG Risk Rated Approach can be applied to T Level students who started on the Early Years Educator Occupational Specialism in September 2020 and September 2021. <p>For full details, please refer to Temporary flexibilities for Wave 1 and Wave 2 industry placements.</p> <p>Providers must still plan to deliver placements against the core principles set out in the T Level industry placement delivery guidance. These flexibilities should be used by exception and as a last resort.</p>
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6	Set date assessments: Core Exam	<p>The arrangements for T Levels set out in the VCRF consultation outcomes are, in line with other VTQs, that exams and assessments should go ahead in 2021 to 2022. There will be no adaptations to the core exam.</p> <p>The key dates schedule can be found here: https://www.qualhub.co.uk/media/17784/ncfe-t-level_key-dates-schedule.pdf</p>
9	Employer-set project for T Levels	<p>The arrangements for T Levels set out in the VCRF consultation outcomes are, in line with other VTQs, that exams and assessments should go ahead in 2021 to 2022. There will be no adaptations to the employer-set project.</p> <p>The key dates schedule can be found here: https://www.qualhub.co.uk/media/17784/ncfe-t-level_key-dates-schedule.pdf</p>
12	Synoptic assignments and observation of skills assessment within occupational specialisms of the Technical Qualification: T Levels	<p>The arrangements for T Levels set out in the VCRF consultation outcomes are, in line with other VTQs, that exams and assessments should go ahead in 2021 to 2022. To help students prepare for occupational specialism assessments, there may be adaptations made to the delivery of occupational specialism assessments. This may include, for example, pushing the set time for occupational specialism assessments back further in the academic year so students have more time to develop required skills. Any adaptations proposed will need to be agreed by Ofqual and the Institute. Any further adaptations, if approved, will be communicated to customers as soon as we are able to.</p> <p>The key dates schedule can be found here: https://www.qualhub.co.uk/media/17784/ncfe-t-level_key-dates-schedule.pdf</p>

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