

# General Adaptations Supporting Centres 2020-21

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# Welcome and agenda

- Introductions
- Purpose of this session
- 2020/21 landscape
- Ofqual's EERF Principles
- Our approach to adaptation
- Adaptations for specific qualifications
- Operational arrangements
- Support available

# Purpose of today

- To explain how the Extended Extraordinary Regulatory Framework (EERF) will apply to our qualifications
- To provide guidance on the flexibilities and adaptations that Centres can implement for our qualifications
- To provide you with as much support and guidance for the forthcoming year 2020/21

# 2020-21 Landscape

- Continued disruption to teaching, learning and assessments
- Learners restricted access to Centres
- Compressed teaching time
- Assessments will take place - Centre assessed grades (CAGs) will not be applied
- Focus on adaptation to assessment
- Gateway Qualifications team will continue to work remotely for the time-being

# Ofqual decisions



- Qualification standards must be maintained (as far as possible)
- Qualification content to be taught, not to be reduced
- To permit adaptations to assessments and qualification delivery
- No provision for calculated results
- Develop, as far as possible, consistent approaches across similar qualifications

# Extended Extraordinary Regulatory Framework

- Principles-based
- Applies to all VTQs
- Asks AOs to consider
  - alternative conditions under which delivery/assessment could take place
  - changes to the way the assessment could be delivered
  - adapting assessment methods
  - changing invigilation methods
  - how to ensure authentication of learner work
  - how to ensure that record keeping is robust

# EERF Principles

**Principle 1** – As far as possible and without prejudice to the other principles, an awarding organisation must seek to ensure that the adaptations which it makes to a qualification assist with mitigating the impact on teaching, learning or assessments caused by the coronavirus (COVID-19) pandemic for learners taking that qualification.

**Principle 2** – An awarding organisation must seek to ensure, as far as possible, that the adaptations which it makes to a qualification do not serve to advantage or disadvantage learners taking that qualification against their peers taking general qualifications not covered by the Extended ERF.

**Principle 3** – An awarding organisation must seek to ensure that, where it makes any adaptations to its qualifications in accordance with the Extended ERF, the validity and reliability of those qualifications is sufficiently maintained.

**Principle 4** – An awarding organisation must seek to maintain standards, as far as possible, within the same qualification in line with previous years, and across similar qualifications made available by the awarding organisation and by other awarding organisations.



# Qualifications EERF applies to and period of operation

- All our qualifications: includes those eligible for public funding from Entry to Level 6 that are designed for progression to FE/HE, or to and through employment
- Covers all learners
- Applies now until further notice – opportunity for learners to complete qualifications





## Flexibilities and adaptations



# Flexibilities and adaptations

## **Guidance:**

- Support on approaches to qualification planning, delivery and assessment
- Different ways to gather evidence
- Guidance on conditions under which specific assessments can be carried out

# Specific guidance and requirements

- ESOL
- Education & Training (competence)
- Health and Care (competence)
- Online 'MCQ' assessments, etc.
- EDSQ



# Qualification planning and delivery

- Planning delivery and assessment of units
  - teach and assess practical units early to avoid potential difficulties arising later
  - deliver groups of units together and assess holistically
  - select optional units that are easier to evidence in the current situation
- Embedding units
  - Selecting vocational units that can include work that can contribute to English, maths, employability, or digital units
  - ensure these skills are relevant to the vocational context

# Project-based learning and assessment

Opportunity to gain vocational or academic knowledge and skills, while at the same time developing more generic personal development, employability and learning skills





# PBL example: Sport and active leisure

## **Making a job application - combining knowledge of the sector with job application and interview skills**

- explore the functions and types of organisations within the sector and key job roles
- identifying job roles of interest to them
- seek out a genuine job opportunity, research the company and the specific role, responsibilities and skills/qualifications required
- complete a CV, prepare for and undertake a role-played interview

# Assessment conditions – Flexibilities

## Changes to supervision requirements/locations

### Remote tutor observation

- 'Home' environment
- Record it!

### Activities recorded by the learner or 3<sup>rd</sup> a party

- Uploaded recording



# Assessment conditions - Recap

- Provide guidance around **suitable** 'home' conditions
- Consider safeguarding issues – there may be vulnerable adults or others in the home environment
- Record it and save it
- EQAs will look to sample this type of evidence too

# Ways to gather evidence

- Assessing a number of units together
- Making more of witness testimony
- Discussion based assessment
- Observations
- Videos and photos
- Simulations
- Using alternative locations and resources



Adaptations for  
specific qualifications



# Adaptations for online 'MCQ' assessments

- Assessment in different assessment settings e.g. library
- Support staff as supervisors
- Assessment taking conditions still apply

# Adaptations to EDSQ

- Consider blended learning approaches where feasible
- At E3 timing of observation is flexible – observation can also be carried out remotely
- Supervision can be carried out by support staff





# Teaching and Learning Qualifications

- Prioritise knowledge content
- Live remote observation allowable
- Specific guidance on what is allowed (to be published)

**Caveat: Adaptations need to be applied for and agreed by Gateway Qualifications**



# Others

- Skills for Health/Skills for care and development
- Health and Safety in a Construction Environment
- ESOL – separate webinar and guidance



**Check the specific information on flexibilities in the Guidance**



# Operational arrangements for 2020/21



# Centre practices

- Authenticating learner work
- Record keeping (assessment, IQA, adaptations applied)
- Importance of on-going IQA

**If in doubt – ASK!**

# Special Considerations

Where there is missed teaching and learning as a consequence of public health guidance – must consider adaptations rather than special consideration



# Equalities

- Inclusive approach on adaptations – remove barriers and potential for bias
- Being mindful of access to and ability to use technology



# Gateway quality assurance in 2020/21

- Continuing with remote visits and sampling – your EQA will be in touch
- Access to learner evidence, assessment and IQA records
  - through your system
  - upload files to GQ system
- Save, assess and IQA as you go!



# Support available

- Guidance to be published
- [Supporting Centres in 2020-21](#) website page
- FAQs
- Your EQA
- Your Account Manager

# Conclusions

- We are there for you
- Validity of qualifications is paramount still
- Our Guidance will support you on a practical level
- Get in touch if you are not sure



# Any Questions?



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