

Supporting delivery and assessment
in the prison estate 2020-21
with Diana Muallem and Ali Foster

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Welcome and agenda

- 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 you can implement for our qualifications
- To provide you with as much support and guidance for the forthcoming year 2020/21

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

The logo for Ofqual, featuring the word "ofqual" in a bold, lowercase, sans-serif font. The letters "o" and "a" are underlined with a thick green horizontal bar.

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

Specific guidance and requirements

- ESOL
- Education & Training (competence)
- Health and Care (competence)

A hand holding a black and white striped pencil is writing on a spiral notebook. The notebook has a grid pattern. The background is a solid purple color with a large white circle containing the text.

Flexibilities and adaptations: ESOL

Qualification planning and delivery

- Plan the delivery of assessment as part of a blended learning programme where possible
- Stagger assessments or parts of assessments when learners are ready rather than all at the end of the programme
- Make use of the bank of sample assessments throughout the programme of learning to ensure familiarity with the procedures as well as for assessment practice

Flexibilities and adaptations for ESOL qualifications

- Builds on existing flexibility already allowed for ESOL qualifications
- Allows greater flexibility over where assessment can take place and who can supervise
- Allows for one to one assessment of Speaking and Listening if not possible to assess in a group (all levels)
- Allows for online assessment of speaking and listening and writing where this is feasible

Supervision of assessments

- All assessments other than level 2 reading and writing are normally supervised by the tutor.
- During EERF, reading and writing (apart from level 2) and task 1 listening could be supervised by other staff members and in a different location
- Remember: learner work must be carried out unaided and authenticated as their own
- Any assistance provided must be as laid down in the assessment pack

Speaking and Listening

- At all levels each of the three tasks may be taken on a different occasion
- Speaking tasks that are normally taken in a group could be, if necessary, taken as a one to one assessment with the tutor asking questions and taking part in a discussion
- Speaking tasks could be conducted remotely using applications such as Zoom, Face time. Tasks could also be conducted via a mobile phone
- Task 1 listening could be conducted remotely on a one to one basis with learners providing the answers orally.

Reading

- Flexibility as to where assessment takes place in an organisation
- Other staff members may supervise providing they follow the guidance in the assessment packs
- Reading level 2 must be invigilated. Guidance in the specification must be followed

Writing

- Flexibility as to where assessment takes place in an organisation
- Other staff members may supervise providing they follow the guidance in the assessment packs
- Writing tasks may be carried out online at Entry – Level 1
- Teacher can display a task onscreen. Learners then complete the tasks and send photograph or screen shot of completed work to tutor
- At level 2 assessment must be invigilated face to face

Reminder

All assessments

- are summative
- are time-bound
- must be presented to learners unseen, without prior knowledge of the assessment topic
- must be entirely the learners' own unaided work.

To note

- Learners cannot be assessed through the same task more than once
- If a learner is unsuccessful in an assessment they may be given another opportunity for assessment, but this must be through different tasks. All Speaking and Listening, Entry and Level 1 Reading and Writing
- It is a centre's responsibility to monitor the use of the assessments and their security which is overseen by Gateway Qualifications' external quality assurance process
- Attempts at live tasks should be kept so that they can be reviewed if necessary as part of our quality assurance process

Flexibilities and adaptations:
Vocational, Personal and Social
Development and Employability
Qualifications



Qualification planning and delivery

Planning delivery and assessment of units

- deliver groups of units together and assess holistically
- select optional units that are easier to evidence in current situation
- consider different ways to gather evidence

Ways to gather evidence

- Assessing units together
- Making more of witness testimony
- Observations
- Simulations
- Using alternative locations and resources
- Using different personnel


Adaptations for
specific qualifications



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

A woman with blonde hair tied back, wearing a dark blue long-sleeved shirt and a bright yellow high-visibility safety vest, is standing in a warehouse. She is holding a black mobile phone to her ear with her left hand and a white piece of paper with her right hand. She appears to be looking at the paper while talking on the phone. The background shows industrial shelving and equipment in a warehouse setting. The image is framed by a large white circle with a teal border on the left side, and teal shapes on the right and bottom edges.

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 lack 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

- [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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