



Centre guidance for adaptations to qualification delivery and assessment 2021/2022

Version 4.0 – 1 September 2021



gateway
qualifications

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About this guide

This document is intended for tutors/assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It provides guidance on the approach to adapting qualification delivery and assessment under the Vocational and Technical Qualifications Contingency Regulatory Framework (VCRF). It replaces all previous guidance.

The guidance should be read in conjunction with the following Ofqual publications:

[Vocational and technical qualifications contingency regulatory framework, COVID-19 Conditions and Requirements \(August 2021\)](#)

[Vocational and technical qualifications contingency regulatory framework, COVID-19 Guidance \(August 2021\)](#)

Support and guidance

For further support and guidance please contact:

Email: Enquiries@gatewayqualifications.org.uk

Telephone: 01206 911211

Introduction

As circumstances surrounding the Covid-19 pandemic continue to impact all areas of life, it is recognised that provision for delivery, assessment and awarding arrangements is required for the academic year 2021/22.

Ofqual implemented the Vocational and Technical qualifications contingency regulatory framework (VCRF) to enable awarding organisations to make adaptations to delivery and assessment arrangements and the requirements for their qualifications. In 2020/21 Ofqual had made provisions for some qualifications, to be issued results based on Teacher Assessed Grades. Following a joint consultation of the Department for Education and Ofqual it has been confirmed that assessments should go ahead in 2021/2022. As a result Ofqual will withdraw the Category B classification in the VCRF so that all qualifications are awarded based on evidence from examinations and other assessments. Results for examinations and other assessments taken after 1 September 2021 will not be based on Teacher assessed grades (TAGs) for qualifications which previously fell into Category B. Awarding organisations will however be permitted to make adaptations to their assessments and qualifications to account for any further pandemic related disruption and to mitigate the impact of the pandemic on learning.

In 2021/2022 all qualifications should be awarded in line with the principles that already exist for Category A qualifications. These principles are provided in [Appendix 1](#).

Purpose of this guide

This guide is intended to support centres to make decisions about how to adapt qualification and assessment delivery arrangements in 2021/2022 to accommodate their local circumstances. It provides explanations of the adaptation parameters and examples of how adaptations may be made within the scope of the qualifications as they are currently designed.

Decisions on whether to apply any of the adaptations rest with the centre. If you wish to talk through a particular approach and its application to a qualification, please contact Enquiries@gatewayqualifications.org.uk

The guide may be reviewed and updated as required to reflect the latest government and regulatory advice.

Qualifications

Which qualifications are covered by this guide?

This guide covers all the qualifications eligible for public funding from Entry to Level 6 that are designed for progression to FE/HE, or to and through employment. General guidance is provided that will be applicable to the majority of qualifications and assessment.

We have also published separate guidance for the following qualifications:

ESOL Skills for Life

[Centre guidance for adaptations to ESOL Skills for Life qualifications 2021-22](#)

Essential Digital Skills Qualifications (EDSQ)

[Centre guidance for adaptations to delivery and assessment of Essential Digital Skills Qualifications 2021-2022](#)

Online Multiple Choice Assessments (e.g. British Values, Mental Wellbeing)

[Centre guidance for adaptations to delivery and assessment of Surpass Online Multiple Choice Assessments 2021-2022](#)

Learners

Which learners are covered by these arrangements?

The arrangements apply to all learners who are taking qualifications and assessments from 1st August 2021 until such time we give notice.

Principles and approach

Our approach

Gateway Qualifications' approach to adaptation is based on the principles set out by Ofqual Vocational and technical qualifications contingency regulatory framework, COVID-19 Conditions and Requirements and builds on the flexibility already embedded within our qualifications which allows centres to tailor programmes of learning and assessment to their individual contexts.

Adaptations to assessment should only be made where normal practices are no longer possible, for example, in-person observation of practical activities. Part or all of a unit's assessment approach may be adapted. The form(s) of adaptation chosen should be appropriate to the learning outcomes and assessment criteria. Adaptations may be made to one or more element(s) of the assessment tasks, the method and form of evidence, the assessment location and the conditions.

Many of our qualifications are assessed by a portfolio of evidence and this provides flexibility in itself.

There are some qualifications where there are specific requirements. In these cases, centre staff and tutors/assessors must follow the guidance towards the end of this Guide. However, much of this guidance is applicable to the majority of our qualifications.

In all situations the health and safety of learners must be considered. Centres must follow public health guidance.

This guidance is intended to meet the different circumstances centres and learners may face, reduce the impact of lost teaching time and ensure that, as far as is feasible, learners are able to continue their learning and be assessed. The following principles underpin our approach:

- The qualification content remains the same: the focus is on adapting assessment arrangements to maximise time for delivery and learning by condensing or combining the teaching of content.
- The level of demand of the qualification must be maintained: adaptations are intended to make the delivery and assessment of the qualification more manageable, not easier.
- Assessments still target all attainment levels or grades although we recognise that there may be occasions when it is not possible to cover all the assessment criteria of a particular unit or units, in particular when a learner is enrolled on a substantial qualification.
- Consistency: adaptations should be similar in scale and design. Where an assessment adaptation is applicable to more than one qualification it should be allowed and applied consistently across qualifications, where appropriate.
- Assessment evidence must be valid, reliable, sufficient and current.

The guidance:

- is intended to stimulate ideas and thinking to maximise the opportunities for learners to demonstrate and evidence their knowledge and skills.

- where applicable, reflects the advice and guidance that has been agreed with sector and/or professional bodies and other awarding organisations.
- is applicable to learners starting new courses as well as learners continuing courses started last academic year.
- confirms that the detail of how to apply an adaptation may be decided by each centre except where there is a specific qualification requirement.
- will be reviewed regularly and updated as appropriate to reflect any new government and/or regulatory requirements and advice.

Centres are not permitted to make any further adaptations to the assessments beyond what is set out in this document.

Adaptation guidance: Qualification planning and delivery

To mitigate any disruption to teaching, learning and assessment there are a number of approaches that may help when undertaking or reviewing qualification planning and deciding on delivery arrangements to maximise the opportunity for learner achievement.

This section covers some suggested approaches to mitigating the impact of disruptions by exploring opportunities to combine teaching and assessment of units within and across qualifications, and ways of providing stimulating and rewarding learning activity.

Planning of units to be delivered

Planning the order in which units are to be delivered up-front is one way to help safeguard against potential further disruption to teaching and learning later on.

The banking of units as they are achieved is strongly recommended and requires on-going assessment and IQA. Where units are achieved and banked this will help to mitigate against situations where:

- Centre staff may later find they do not have access to learner evidence and assessment/IQA records; or
- where staff may not be available at a later time and centre colleagues are unaware, or not able to access information on learner achievement.

Other strategies could include:

- selecting optional units that are easier to evidence in the current situation but ensuring the selection of units is equally valid for the learner and their qualification objectives.
- planning to teach and assess practical units early in the course to avoid difficulties arising later if learners are required to self-isolate, or delivery challenges become more complex.
- building in assessment opportunities whenever possible during the delivery programme.
- creating “bite-size” practical activities and assessments which can be completed more effectively in socially distanced conditions.

Clustering and embedding units

A programme could be designed to cluster units that can be delivered together. This works where units have complementary content or similar purposes but may be looking for different assessment outcomes. For example, Digital and IT Skills (Level 2) the Digital Skills Project unit(K/618/3682) could be delivered alongside the Games Design and Development unit T/618/3684).

Where learners are following more than one qualification there may be an opportunity to embed units from one qualification within another. This approach is particularly relevant to the bite sized English and maths units and digital skills units. For example, an English bite sized unit could be embedded within a vocational or employability programme. This can also provide opportunities for holistic assessment, see section below.

Project-based learning and assessment

Project-based learning, where learners investigate and respond to an authentic, engaging question, problem, or challenge, can enable learners to gain a range and depth of knowledge and skills within a discipline and evidence their activity through their exploration.

Very often it can help provide learners with the opportunity to gain vocational or academic knowledge and skills, while at the same time developing more generic personal development, employability and learning skills.

A simple example is of a project-based approach for sport and active leisure: the objective is to produce a job application, combining knowledge of the sector with job application and interview skills. Learners are asked to

- 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 to understand its fit in the sector, the specific role and the responsibilities and skills/qualifications required for it
- complete a job application
- then prepare for and undertake a role-played interview.

The work for assessment can be presented as a single, holistic assessment activity where evidence of achievement across a number of units can be confirmed. In making assessment judgements the tutor/assessor should still identify where the assessment criteria are met to confirm valid achievement.

This example could be replicated using vocational units from a number of different sectors, for example, Health and Social Care, Personal and Social Development.

Holistic delivery

Identifying units that could be clustered and assessed together and designing an assessment activity that allows those units to be assessed together presents a holistic approach to assessment. Project-based learning and assessment is a prime example of this approach.

Holistic assessment can allow earlier and simultaneous coverage for groups of units. A holistic approach may be beneficial as it can enable breadth of content coverage and support a reduction in assessment time by facilitating combined assessment of multiple assessment criteria and/or units.

With holistic assessment the valid achievement of assessment criteria will still need to be evidenced. This can be done by producing a simple cross-referencing table that shows what activities contribute to which learning outcomes and assessment criteria. However, we recognise that due to Covid 19 there will be occasions where some criteria are not evidenced even though they have been taught.

For further advice on holistic delivery and assessment you may download our guide, [A guide to planning, delivering and assessing holistic learning programmes - Gateway Qualifications](#) is available on our website.

Using a variety of interactions including online/blended delivery approaches

Depending on the technology available e.g. Google Classroom, Microsoft Teams, Zoom, Skype, FaceTime, etc. and wi-fi access, tutors and learners may have the opportunity to utilize a variety of different learning and assessment opportunities. For example:

Group calls:

- for a learner to deliver a presentation,
- lead a group session, such as an exercise class, or
- carry out or facilitate a group discussion on a topic.

One to one calls using a computer or phone with learners for:

- mock interviews
- discussion- based assessments
- supplementing evidence to validate practical assessments, where needed
- providing feedback on progress.

Interaction can also be facilitated by using mobile or other phone networks and email to allow documentation or messages to be conveyed. Messaging apps, such as WhatsApp can also help support tutor/assessors to engage with learners, for example, by using group chat to remind learners of deadlines or other activities they are due to participate in.

Centres should evaluate the support and guidance learners may require if they are unfamiliar with learning remotely using online platforms and technology. Support may include basic guidance about accessing the appropriate tools and systems as well as checking the hardware and software they have available and its suitability for the learning and assessment activities and assignments.

Adaptations guidance: Assessment methods

Where it is possible for units to be assessed as normal, there will be no need to adapt the assessment. However, as a result of Covid-19 measures, it may be necessary to adapt assessment arrangements in order to secure evidence of learner achievement. This is more likely to be the case for those units that assess practical skills or are more reliant on face to face contact, direct supervision or observation. This section explores different forms of assessment adaptation. It is important to read any qualification specific guidance in this Guide to ensure any adaptations are allowable.

Centres must keep records of the assessment method and evidence as they would have done previously in order to support the quality assurance process. Where an adaptation has been made to the normal assessment method, evidence or conditions, this should be noted on the appropriate form. See later section on record keeping for more details.

Witness testimony

Witness testimonies provided by experts can be used to act as evidence where the tutor/assessor may not be present.

Witness testimony could be used in a range of ways:

- where the usual assessment practice is no longer possible due to social distancing measures or self-isolation.
- to enable assessment to take place in alternative locations (subject to any local restrictions) such as a work experience location or during work if a learner is engaged in a relevant form of employment.
- as assessment evidence gathered as part of the classroom activity and witnessed by the tutor/assessor or an additional person in the classroom e.g. a learning assistant. This may facilitate the integration of assessment with the teaching and learning and help reduce assessment time.

The role of the witness is to confirm that the learner completed the task according to the requirements and authenticate the completed task as the learner's own work. They may also be asked to supply additional information depending on the requirements of the task. For example, an expert witness may be asked to describe their observation of the way in which a learner completed a task in order to provide evidence of coverage of assessment criteria. The tutor/assessor should provide the witness with clear guidance on the requirements and the appropriate form.

The witness statement may also be used in conjunction with other evidence where it would not on its own provide sufficient evidence of assessment criteria coverage.

A non-expert witness could provide a confirmation that the learner completed work on their own. For example, a parent or carer would be in a position to confirm that the learner completed an activity unaided. This would be appropriate in contexts where an extended activity was being completed remotely without direct supervision and it would not be possible to film the activity in its entirety, for example, units within the Level 1 Certificate In Skills for the Land-based sector or Level 2 Sport and Active Leisure. In this case, witness testimony validates that the learner completed the activity. A non-expert witness could confirm an assessment activity took place at home, for example an activity demonstrating food preparation and cooking skills. Non-expert witness testimonies should be combined with other evidence as appropriate, e.g. tutor/assessor conversation about the activity,

photographs, diagrams, oral or written evidence to demonstrate achievement of the learning outcomes for assessment purposes.

See resources section on page 27 for links to witness statement templates.

The following are examples of how assessments could be evidenced using witness statements:

Skill	Method and evidence
Mentoring skills	Witness statement from the mentee with commentary on a mentoring session in addition to the learner's own evaluation and video/digital evidence of a session.
Volunteering	Witness statement from an employee/a supervisor confirming the learner is able to carry out their role as a volunteer with information on the role and tasks completed to demonstrate assessment criteria have been met.
Skills for hair and beauty	Expert witness testimony of work in a professional hair and beauty environment from a supervisor/manager or non-expert witness (e.g. the client) at home. This should be accompanied by some visual evidence e.g. photographs or video recording.

Oral assessment

Oral assessment can provide evidence of unit/qualification coverage that learners may not be able to evidence through other assessment methods at the time and may be conducted remotely, for example online or by phone.

Professional discussion: the tutor/assessor conducts a discussion with the learner, asking a series of questions about how the learner approached an assessment activity set by the tutor/assessor. The questions should be designed to enable the learner to describe/explain how they have demonstrated the required skills and met the relevant learning outcomes/assessment criteria.

Interview: the tutor/assessor asks short, focussed questions to assess theoretical or technical knowledge.

A professional discussion or interview may be used as the sole method of assessment for a unit if this is appropriate for the learning outcomes and assessment criteria, or in combination with other assessment methods, for example, observation or presentation. The assessor must provide evidence of the assessment in the form of a recording of the discussion or a summary of how the learner met the LOs/ACs.

Filmed performance or photographic evidence

In some instances where direct tutor observation is not possible, changing the way the evidence is captured could reduce or mitigate the need for direct observation. Access to technology e.g. Google Classroom, Microsoft Teams, Zoom, Skype, FaceTime and wi-fi, or using a mobile phone camera would be necessary. Unfortunately, this could present a barrier to assessment and tutor/assessors will need to be mindful of this.

The tutor/assessor may also need to carry out a professional discussion to verify details and validity of the filmed activity or photographic evidence.

This kind of evidence could be used for practical units in areas such as sport, hospitality and catering, performing arts, etc. Examples of where this type of evidence could be used could be in Improving own Fitness A/505/8798, Taking part in Exercise and Fitness unit (M501/7248); also in Skills for Hospitality and Catering qualifications for the Basic Food Preparation unit (J/600/0711) and Basic Cooking unit (Y/502/4808); also units such as Cultivating Herbs (H/615/8795) and Cultivating Plant Cuttings (T/615/8283) in Skills for Land-based sector qualifications.

It will be important for learners to authenticate their work where photographic evidence is used.

Simulation

Simulated tasks could be used in place of real work tasks or may be used where it is no longer possible to complete assessment activities in work placements or in contexts where social distancing prevents learners accessing relevant locations.

The simulated task should be authentic and replicate the original context and conditions as realistically as possible. For example, if in a workplace environment the task would be done under time pressures, this should be replicated in the simulation. If a simulation requires role play by others, those involved should be given a clear brief in order that the task is as authentic as possible, and the learner can be assessed effectively. Simulation may be combined with remote observation if this is appropriate and there are no health and safety risks for the learner.

Examples of where a simulation could be designed are Interview Skills units, such as Level 1 unit L/617/4098, where role play could be used with the learner.

Tutor demonstrations supplemented by other assessment methods

For some units requiring practical activities, for example in Applied Science, where learners are required to carry out experiments, it might be possible for the tutor to demonstrate the experiment online or for the learners to watch a recording or YouTube video of the experiment. This activity could be followed by learners writing up the experiment and having a discussion with their tutor to check their understanding.

Adaptations guidance: Different assessment conditions, environment and equipment

Adapted assessment conditions can be used where direct observation is usually required but social distancing or other public health measures mean that standard assessment arrangements in the centre are no longer possible. A range of options are explored below and consideration is given to their potential limitations too, for example in relation to equipment needs and locations.

Alternative assessment arrangements within the centre

Larger groups of learners could be split into small groups to enable them to complete assessments on site whilst still complying with social distancing. This approach could be integrated within blended learning plans so groups take it in turns to be on site and work remotely online. If there is sufficient space and appropriate equipment within the centre, another option is to split groups between different locations within the centre. This will require consideration of support/supervision needs along with the availability of suitably qualified teaching and support staff who are briefed on the activities to be undertaken.

Remote assessment

The tutor/assessor may assess a task being completed online using Google Classroom, Microsoft Teams, Zoom, Skype, FaceTime etc. and interact with the learner during the assessment as they would have done face to face. A recording of the session could be used as the assessment evidence. The following are examples of the types of skills which could be assessed remotely in order to overcome restrictions.

Skill	Method and evidence
Oral communication in context	A digital recording is taken of a learner demonstrating their oral skills in a relevant context.
Oral skills	A demonstration of speaking, listening and responding skills in English by engaging with the assessor and others online in one to one and group contexts using Teams, Zoom or other suitable software.
Teamwork/group activity	A team activity is completed and recorded on Teams, Zoom or other suitable software e.g. learners engage with others in a team activity to demonstrate personal and social skills at Entry level or level 1.
Demonstration of sector specific skill	The learner completes a sector specific task, for example applying skills in the hair and beauty sector such as applying make-up. Demonstrations could be undertaken in a simulated or realistic context and recorded by a third party using a mobile phone or other device.
Performance skills	Tutor observation of individual rehearsal skills using Zoom. This could be followed by an individual performance to a remote audience using Zoom.

This type of assessment will require a suitable location where the learner is able to be assessed undisturbed by others and there is no background noise or activity or potential for interruption. For some, their personal home location for this type of activity may not be suitable.

Consideration should also be given to safeguarding where learners may have vulnerable family members.

Online observation

Online observation may be used for tasks that may have typically been supervised in a centre but could be undertaken using remote, online observation. These are situations where there is no necessity for the tutor/assessor to be interacting with the learner, for example where a learner is demonstrating a skill such as the ability to prepare or cook basic foods in the Skills for Hospitality and Catering qualifications, Basic Food Preparation unit (J/600/0711) and Basic Cooking unit (Y/502/4808).

Appropriate technology will need to be in place with the learner(s) fully able to operate it.

This type of assessment will require a suitable alternative location where the learner is able to work undisturbed by others and there is no background noise or activity or potential for interruption. The tutor should talk to the learner about an appropriate location and room arrangement for the assessment beforehand. They will also need to check that the learner is able to access all the items and materials required for the assessment. During the assessment, the tutor should be able to observe the learner completing the assessment activity at all times via online technology, e.g. Zoom, Skype. The session can be recorded and saved as portfolio evidence.

Consideration should be given to safeguarding where learners may have vulnerable family members.

Please see separate specific guidance in relation to supervision requirements for Gateway Qualifications requiring online MCQ assessments, e.g. British Values, Mental Wellbeing.

Equipment needs and alternative locations

There may be resourcing implications which will require planning or contingency arrangements if learners do not have access to suitable equipment, including the technology appropriate for the activity, for example, a tablet, laptop, desktop or digital camera, also wi-fi access, etc. Equipment loans or using shared equipment in the home may be options but should not be relied upon.

For some qualifications, if learners are not able to access the facilities in the centre, they may require access to specialist software at home. For example, the Skills for the Creative Industries qualifications e.g. Level 1 Award in Video Production Skills for the Creative Media Industries and/or the Level 2 Award in Games Design and Development. If it is not possible to create a socially distanced environment in the centre to enable one or more students to continue using the software, options include:

- checking software licences to see whether there any conditions which would allow the software to be used by learners off-site.
- loaning a learner a laptop with the software installed.

- helping students to access free web-based software, for example SketchUp for the garden design qualification, rather than the software packages more commonly used. Alternative software should be checked to identify whether the functionality poses any significant limitations on the assessment. The assessment tasks set may be modified to accommodate the software features whilst still targeting the learning outcome.

If learners are studying and working on assessments remotely, it should be recognised that learners may not have access to the quality of software and equipment available in the centre. This may impact on the depth and breadth of their responses and this should be taken into account in marking the assessments.

Adaptation to the assessment environment may additionally require alternative specialist equipment to be made available. For example, where direct contact is no longer possible in hair and beauty assessments, learners may use plastic models of heads, hands and feet when demonstrating beauty techniques.

In situations where learners are unable to access the spaces they would usually use for example in garden design/landscaping/land-based qualifications, it would be acceptable for them to apply their skills in a more easily accessible space (subject to local restrictions) such as, in this example, their own garden or the garden of a friend or family member. If this is not feasible, depending on the learning outcomes and assessment criteria, the practical assessment could be adapted so the learner explains the approach they would take. For example, for Gateway Qualifications Level 3 Certificate in Landscape Construction, the learner plans the installation using diagrams and other written and visual evidence and the tutor/assessor has a professional discussion in which the learner explains and answers questions on how they would prepare an area and install water management equipment for the unit Water Management, Drainage and Groundworks in Landscape Construction (F/617/148).

For other qualifications, for example applied science, creative and design, sport and fitness, access to specialist spaces within the centre (IT suites, laboratories, sports facilities) could be arranged on a rotational basis.

If it is no longer possible for learners to undertake work experience or their access to work environments is limited, possible adaptations could include:

- using simulated tasks/activities within the centre or through remote observation of activities completed online.
- using alternative work contexts that are still accessible such as a learner's voluntary work.

It is important to read any qualification specific guidance in this Guide to ensure any adaptations are allowable.

Remote supervision of externally set assessments

Please refer to the separate guidance for ESOL, EDSDQ and qualifications assessed through MCQs.

Adaptation guidance for specific qualifications or qualification groups

Each section below provides additional guidance on approaches to adapting qualification delivery and methods of assessment for the following qualifications:

- Health and safety in a construction environment
- Education and training (competence)
- Health and care (competence)

Adaptations to assessment in Health and Safety in a Construction Environment qualification

This section is relevant to the following qualification:

Qualification Number	Qualification Title
601/4249/2	Gateway Qualifications Level 1 Award In Health and Safety in a Construction Environment

As achievement of the Gateway Qualifications Level 1 Award In Health and Safety in a Construction Environment fulfils the mandatory training requirements for the new CSCS Labourer Green Card, all content must be covered as stated in the specification and each associated individual assessment criterion must continue to be formally assessed within its own right.

Adaptations to assessments in health and care qualifications

Specific adaptations are allowed to the qualifications listed in the grid below. Centres assessing other health and care related qualifications should follow the general adaptations guidance.

Qualification Number	Qualification Title
603/2826/5	Gateway Qualifications Level 2 Diploma in Care
603/2819/8	Gateway Qualifications Level 3 Diploma in Adult Care
603/2681/5	Gateway Qualifications Level 5 Diploma in Leadership and Management for Adult Care

The adaptations must be made in line with the guidance published by Skills for Health and Skills for Care and Please refer to the detailed guidance below.

[Skills for Health assessment principles](#)

[Skills for Care and Development assessment principles](#)

Adaptations to assessments in education and training Qualifications

This section is relevant to the following qualifications:

Qualification Number	Qualification Title
601/2324/2	Gateway Qualifications Level 3 Award in Education & Training
601/2444/1	Gateway Qualifications Level 4 Certificate in Education & Training
601/2445/3	Gateway Qualifications Level 5 Diploma in Education & Training
600/8239/2	Gateway Qualifications Level 3 Award in Assessing Vocationally Related Achievement
601/1825/8	Gateway Qualifications Level 3 Award in Assessing Competence in the Work Environment
601/1845/3	Gateway Qualifications Level 3 Certificate in Assessing Vocational Achievement
601/2045/9	Gateway Qualifications Level 4 Award in the EQA of Assessment Processes and Practices
600/8241/0	Gateway Qualifications Level 4 Award in Understanding EQA of Assessment Processes and Practices
601/2007/1	Gateway Qualifications Level 3 Award in Understanding the Principles & Practices of Assessment
601/2123/3	Gateway Qualifications Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice
600/8240/9	Gateway Qualifications Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice

The adaptations must be made in line with the guidance published by the Education and Training Foundation.

[ETF additional guidance for Assessor/Quality Assurance qualifications](#)

[ETF additional guidance for qualifications in Education and Training](#)

Adaptations must be approved by Gateway Qualifications prior to implementation.

Centres will be required to seek approval from Gateway Qualifications prior to implementing any adjustment for these qualifications. Centres should complete the online application form found on this webpage <https://www.gatewayqualifications.org.uk/news/supporting-centres-in-2021-2022/>

Where adaptations are applied, assessors will review all of the evidence using as normal as possible assessment processes under the circumstances and the centre will complete usual IQA and internal standardisation activities, through remote measures, or under social distancing arrangements permitted by the centre's operations for any units not previously assessed and internally quality assured. For centres where they have units that have applied assessment adaptations these should be clearly identified in centre assessment and IQA records in line with the Gateway Qualifications Quality Assurance requirements (page 25).

It is expected that with lockdown restrictions lifted and FE delivery returning to 'normal', that the covid mitigations will cease to apply.

Gateway Qualifications Level 5 Diploma in Education and Training

Regarding full-time delivery of the Gateway Qualifications Level 5 Diploma in Education and Training for 2020/21, the Education and Training Foundation (ETF) has advised that the mitigations should remain applicable until the course end i.e. July 2021 and thereafter, for new starts it would be expected that the qualifications will run as before the pandemic. For part-time delivery for this qualification extending beyond July 2021 and qualifications that started in 2020/21 the second year will be different to the first year.

As the Diploma in Education and Training is intended as a qualification which prepares learners for teaching face to face it is more important to optimise such experience. Hence it is advised that there should be a greater balance of face to face teaching and observations overall. This means that if year one was predominantly remote, with regard to teaching practice, only 35 hours of remote teaching and 3 remote observations should be brought forward to the second year. This means that year 2 would allow 65 hours of face to face teaching practice and 5 live in-person observations. This would thereby reflect (a) a predominance of face to face experience, and (b) most observations completed when the trainee is more experienced.

It is recognised that there will be some exceptions to this example; where for instance the course doesn't follow academic year pattern, or the learner has no access to sufficient hours in year two. The ETF has advised that awarding organisations manage such instances on a case by case basis, and wherever possible to apply a rule of proportionality: the greater the proportion of the course delivered remotely, the greater the proportion of practice and observation may be brought forward.

Centre practices

Centres may already have in place protocols and practices to support their approach to learning and assessment where social distancing and other public health requirements are in place, including the use of online or blended learning.

To support the external quality assurance of qualifications and to enable learner achievement centres are encouraged to continue their good practice in relation to record keeping and authentication of learner work.

Record keeping

Centres will already have in place documentation used for assessment recording, IQA planning and recording; also approaches and systems for the collation and saving of learner portfolios and assessment evidence. As part of that record keeping please keep records of the adaptations you have applied.

Wherever possible centres are encouraged to save their records and learner work in their IT systems, which may require scanning and saving documents to file drives, or use of e-portfolios, or similar systems. Centres should ask their learners to upload work on an ongoing basis if they are working remotely in order that tutor/assessors can access the work and check progress. This also helps the process of authenticating learner work and facilitates remote quality assurance.

Centre practices, such as ensuring on-going assessment and IQA and its recording are encouraged too, to mitigate against the potential of not having access to learner evidence and assessment/IQA records to support EQA sampling activity and qualification claims.

Authenticating learner work

Learner work must be authenticated. This can easily be done by the learner signing a statement that lists their work and includes a declaration that the work belongs to them and is their own, original work:

Learner declaration: I confirm that I completed the work on my own and have not copied from anywhere else. I have not had any help other than help that my tutor has said is allowed for this qualification.

The tutor/assessor can then countersign the statement confirming this, based upon their knowledge of the learner and what the learner is capable of.

Centres may also allow learners to use electronic signatures to authentic work remotely where learners are aware that they may only do so when the work is their own, and centres are able to identify or detect any copied or plagiarised work.

During sampling, the EQA will look to ensure that learner work is authenticated.

IQA practices

Gateway Qualifications supports an on-going approach to IQA. This will support the validity of assessment evidence and qualification claims during EQA sampling activity.

Ensuring equalities for learners

When putting in place adaptations centres should consider the fairness of arrangements, to ensure that all learners have equal access to learning and assessment opportunities. In particular some learners may not have access to technology or may not have conducive conditions to work at home. Centres may need to consider where alternative arrangements are provided for those learners who cannot access the required technology.

Applying Special Considerations

Special considerations can be applied as per our [Reasonable Adjustments and Special Considerations Policy](#). With regards to the current pandemic, adaptations should always be explored before applying special considerations to mitigate the impact of public health arrangements for the current pandemic. Applications for special considerations should be applied for in the usual way, as specified in our Policy:

[Reasonable Adjustments and Special Considerations Policy](#)

Gateway Qualifications Quality Assurance Process

It is important you retain information on how you have adapted assessments as this may be requested as part of our quality assurance process.

Our approach to EQA activity will be returning to on-site visit for compliance monitoring as well as remote visits and sampling activity. Arrangements will follow those in our document:

[Getting Ready for Remote Sampling and Meetings – Centre Guidance March 2020](#)

The guide includes advice on:

- preparing for remote sampling and visits

The requirements for remote sampling and any visits are the same as we would require when an EQA visits a Centre.

Other resources

On the Gateway Qualifications website there is a page dedicated to information about coronavirus arrangements and this is updated as and when circumstances change, or new information is made available:

[Coronavirus information for centres](#)

The internal quality assurance webpage contains links to following resources which have been referred to earlier in this guidance and may be used in relation to recording and tracking adaptation arrangements:

[Internal Quality Assurance webpage](#)

- Unit Evidence Tracking Sheet
- Individual and Expert Witness statement
- Group Witness statement

Appendix 1

Ofqual Principles in relation to Category A qualifications which from 1 September 2021 apply to all qualifications.

An awarding organisation must take all reasonable steps to comply with the principles below when complying with Condition VCR2

Principle A1 – 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 on Learners taking that qualification.

Principle A2 – An awarding organisation must seek to ensure that, where it makes any Adaptations to its qualifications in accordance with the VCR Conditions, the Validity and Reliability of those qualifications is maintained.

Principle A3 – 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.

Principle A4 – 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 similar VTQs or, where relevant, general qualifications not covered by the VCR Conditions.