

Centre guidance for Teacher Assessed Grades 2020/2021

Version 2.0 – 25 May 2021



learning your way

| Version and date | Change detail | Section/Page Reference |
|------------------|------------------------------|------------------------|
| 2.0 | Updated guidance on appeals. | Page 21 |
| 1.0 April 2021 | n/a | n/a |

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About this guide

This document is intended for tutors, 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 awarding qualifications for summer 2021 and should be read in conjunction with the following Ofqual publications:

[Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021](#)

[Information for centres about making objective judgements](#)

[Summer 2021 Qualification Explainer Tool](#) This tool shows what's happening with vocational, technical and other general qualifications this year.

[Vocational and Technical Qualifications Contingency Regulatory Framework, COVID-19 Conditions and Requirements \(March 2021\)](#)

[Vocational and Technical Qualifications Contingency Regulatory Framework, COVID-19 Guidance \(March 2021\)](#)

Support and guidance

For further support and guidance please contact:

Email: Awarding2021@gatewayqualifications.org.uk

Telephone: 01206 911211

Introduction

On 15th January 2021, the Department for Education (DfE) and Ofqual published a joint consultation on the proposals for awarding vocational and technical qualifications (VTQs) and other general qualifications in 2021. This was following the policy decision by the DfE that it is not viable for external exams to go ahead for some VTQs and other general qualifications.

Following public consultations Ofqual implemented the Vocational Technical Qualification Contingency Regulatory Framework (VCRF) on 24th March 2021.

The VCRF sets out the regulatory requirements for vocational and technical qualifications awarding. This includes the requirements relating to:

- the adaptation of Category A and Category B qualifications
- the determination of results for Category B qualifications using Teacher Assessed Grades (TAGs)
- the principles to be applied by awarding organisations when adapting Category A and Category B qualifications and when determining results for category B qualifications.

At the same time as confirming the VCRF Ofqual gave notice that the Extraordinary Regulatory Framework and Extended Extraordinary Regulatory Framework that were introduced in 2020 are no longer in force, except under specific circumstances and have been replaced by the VCRF.

Purpose of this Guide

This guide is intended to support centres who may be considering and making decisions about “Teacher Assessed Grades” (TAGs) for learners who are unable to undertake assessments of units/qualifications for which they were expected to receive a result in the academic year 2020/21 and in accordance with the VCRF.

Please note that TAGs are not permitted for all qualifications under the VCRF. If you are seeking guidance on awarding arrangements for qualifications where TAGs are not permitted please refer to the following guidance:

[Centre guidance for adaptations to qualification delivery and assessment 2020-2021](#)

Please be aware that for the majority of our qualifications the grade profile is pass/fail. In these instances, you will be making judgements to support a TAG of pass/fail. Where the qualification is graded you will need to determine whether a learner has achieved a pass/merit or distinction in a particular unit.

Our overriding priority is to ensure that the processes we have adopted can be fairly and consistently applied so that standards are maintained and everyone can continue to have confidence in the value of our qualifications.

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

Vocational Technical Qualification Contingency Regulatory Framework (VCRF)

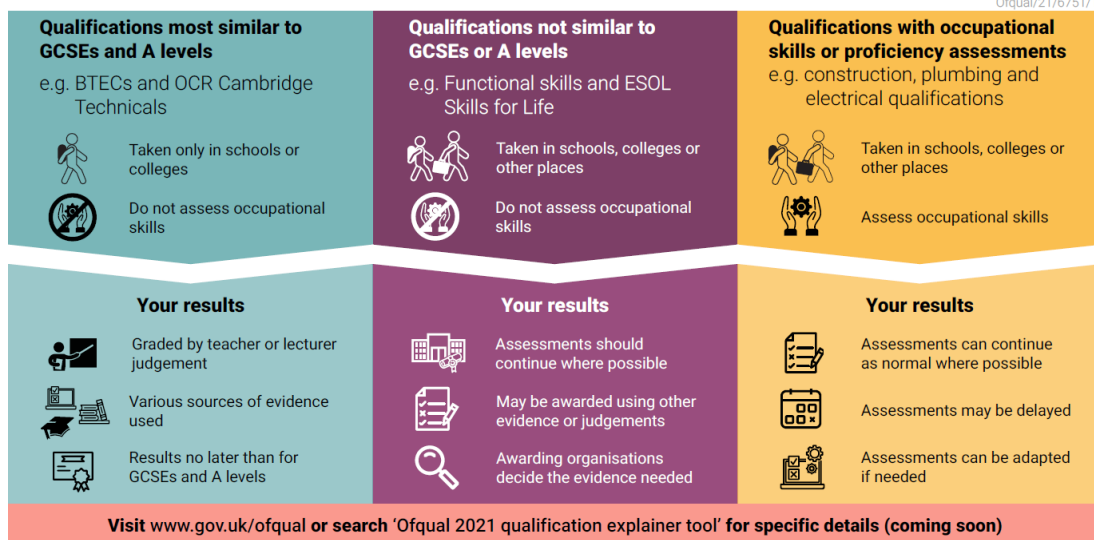
The Framework has been implemented by Ofqual to enable awarding organisations offering VTQs to facilitate alternative awarding arrangements.

Ofqual has produced the following infographic to explain how vocational and technical qualifications will be awarded in 2021.

How vocational and technical qualifications will be awarded in 2021

ofqual

Ofqual/21/6751/1



As VTQs can have different purposes, it is not possible to implement a 'one size fits all' approach and therefore awarding organisations have had to categorise qualifications as to the awarding arrangements for this year.

Qualifications that cannot be awarded through a Teacher Assessed Grade – Category A

- Qualifications which signal occupational or professional competency, proficiency or act as a licence to practise.
- Results can only be awarded when assessments (exams or internal assessments) have taken place.
- Assessments may be made available as normal or with adaptations.

Some assessments may be delayed where necessary to comply with public health guidance.

Some of our qualifications fall into Category A. Please see guidance on adaptation for these qualifications (see page 9 for links).

Qualifications that can be awarded through a Teacher Assessed Grade – Category B

- Qualifications which are important for progression to further or higher study or into employment where the issue of results should be prioritised.
- Results can be awarded when not all assessments (exams or internal assessments) have taken place, including through the use of teacher judgement (Teacher Assessed Grades).
- For qualifications most similar to GCSEs, AS and A levels, the approach to awarding should be similar to that proposed for those qualifications — exams will not take place and it may not be necessary to complete all internal assessment.
- For qualifications which are not similar to GCSEs, AS or A levels, such as FSQs, the starting point is that learners should sit assessments where safe to do so, remotely or in person before receiving an award through the use of alternative evidence, including TAGs.

We have determined that the majority of our qualifications fall into this category that are deemed important for progression to further study or employment. This means that assessments should continue where it is safe and possible to do so but we will be able to make awards when exams/assessments cannot take place and/or not all internal assessments have been completed.

Where a TAG is used to make a judgement then it must meet the minimum assessment evidence set out in this guide, so that valid and reliable qualifications are awarded; this should include consideration of completed assessments that have already been banked.

The Ofqual principles to be applied to Category B qualifications are provided in [Appendix 1](#).

Qualifications

Which qualifications are covered by this guide?

This guide covers all the qualifications that are in scope of the VCRF and that have been categorised as being eligible for a TAG as Category B qualifications.

Which qualifications can be assessed via a TAG?

To find out which category the qualifications fall into please refer to our [Qualification Awarding Arrangements 2021 – Qualification List](#) or the interactive tool that Ofqual has developed through which you can find out which qualifications are in scope for assessment accessed via a TAG: [Summer 2021 Qualification Explainer Tool](#).

Adaptations Guidance

If it is not possible to deliver assessments in the usual way then prior to delaying assessments or considering making a TAG for Category B qualifications adaptations to the assessment approach must be considered and applied as this provides learners with the opportunity to complete their assessments.

Please refer to our following adaptations guidance:

[Centre guidance for adaptations to qualification delivery and assessment 2020-2021](#)

[Centre guidance for adaptations to delivery and assessment of ESOL Skills for Life qualifications 2020-21](#)

[Centre guidance for adaptations for Surpass Online Multiple Choice Assessments 2020-21](#)

[Centre guidance for adaptations to of Essential Digital Skills Qualifications 2020-21](#)

Learner Eligibility

Which learners are eligible and covered by these arrangements?

Centres will need to determine if their learners are eligible for a TAG. It is important to remember that assessment, either remotely or in person, remains available throughout the period and this must always be a centre's first option. There is a clear expectation therefore that TAGs for many of our qualifications will be an exception process rather than the 'norm'.

If a qualification is determined as being in scope, as far as possible all learners on that qualification are in scope who were due to take an assessment between 1st August 2020 and 31st August 2021. However, there may be cases where we cannot award qualifications to learners if there is insufficient evidence to support a certificate claim.

Where a centre can demonstrate that it has explored all possible options for each learner to take an assessment, including all possible adaptations that we have permitted then it may proceed with undertaking a TAG for its learner(s).

In reaching a decision on an application for a TAG, centres must demonstrate that normal assessment arrangements are not feasible and that the learner cannot:

- access an assessment face to face
- access an assessment utilising adaptations such as remote invigilation or assessment
- afford to delay the assessment.

In addition to this, the following criteria must also be met to be deemed eligible to access alternative arrangements:

- the learner has completed teaching and learning and is ready for assessment
- the learner requires an outcome immediately to progress
- the centre has sufficient supporting evidence in place already to support a TAG

Provided the learner meets these criteria then a TAG is permitted.

A key part of the teacher judgement with regard to eligibility must be a consideration of when each learner requires the outcome and, working back from the end date when the result is required, whether there is likely to be a clear opportunity for them to access an assessment in any way before that date.

Eligible learners will fit into one or more of the following categories:

1. Learners who need to achieve for progression purposes
2. Learners, who, in the centre's judgement, are currently ready for assessment. In some cases learners may have completed the course and are no longer enrolled at the centre.
3. Learners starting their course who will be ready for assessment before the end of any timeframes within which the Vocational and Technical Qualifications Regulatory Framework remains in place.

Non-certificating learners

Non-certificating learners are those not expected to complete their qualification and receive their certificate by 31 August 2021 but expecting to take and complete assessments towards the qualification.

TAGs will also apply to non-certificating learners who meet the requirements for certificating units as described in this guidance.

Process overview



Teacher Assessed Grades

Overview

How will Teacher Assessed Grades (TAGs) work?

- Centres will need to clearly identify whether the qualification is in scope of a TAG and if their learners are eligible for a TAG. It is not expected that TAGs are undertaken across a cohort, they should be an on individual learner basis.
- TAGs will be submitted at unit assessment level. Submitting TAGs at unit level will allow existing qualification aggregation to continue including units that have already been banked.
- TAGs should be offered only where it is not possible for an assessment to be completed. Where learners can complete assessments prescribed in our adaptation guidance they should do so.
- Where a TAG is offered, it must be considered with reference to the purpose of the qualification and associated achievement criteria – such that where learners are awarded a given qualification, they have attained at that level.
- We will allow centres to collate and consider a wide variety of evidence, and types of evidence, to support the TAGs they offer to us. We understand the context in which centres are operating, so do not believe it helpful or realistic to set strict prescriptive evidence requirements, rather we will rely on tutor judgements supported by internal quality assurance.
- We will conduct robust quality assurance on TAGs to ensure consistency and compliance with the requirements we set out. In doing this we will assure the process through which centres have determined grades and the evidence you have collated to underpin them.

Centres discuss with learners the evidence that will be used to determine a TAG. However you should not inform learners of the outcome being submitted to us.

What is a Teacher Assessed Grade (TAG)?

A TAG is a formal judgement of learner attainment against the requirements of a given assessment, offered by a centre where it has not been possible for the learner to complete the assessment that would usually be required.

A TAG should:

- be based on as much teaching, learning and assessment activity as possible
- only be offered where learners cannot complete prescribed assessments e.g. because exams or other forms of assessment have not been completed
- represent a holistic view of learner attainment on a particular unit or units, offered by centres and teachers based on teaching, learning and assessment activity that has been completed
- be supported by substantial evidence of learner attainment collated by learners, teachers and centres with reference to the types of evidence specified below
- be offered to us with respect to each assessment that would normally form part of the qualification requirement, where the assessment has not been completed.

A TAG should not:

- be offered in the absence of teaching, learning and assessment activity
- represent centres' and teachers' view of how a given learner would have performed if cancelled exams and other assessments had gone ahead
- represent centres' and teachers' view of how a given learner has the potential to perform or might perform in the future
- represent centres' and teachers' views of how a learner may have performed had the pandemic not impacted their course.

To ensure that TAGs are accurate, valid and evidenced, centres must:

- continue with teaching and learning as far and as long as possible in the remainder of the 2020–21 session to cover as much content as possible before formulating a TAG.
- assess learners against the purpose of the qualification and achievement criteria set out for the relevant units/ qualification.
- mark work and provide feedback to learners even when the work might form part of the evidence used to determine a TAG.

Making objective judgements

We expect Centres to determine TAGs that reflect a fair, reasonable and carefully considered judgement of all the evidence. This should be a holistic, professional judgment balancing the different sources of evidence, using knowledge of the assessment aims and criteria of the unit(s) of a qualification and reviewed by the qualification teachers/ tutors and relevant heads of department. In coming to a judgement the propensity to unconscious bias should also be considered.

You should take all reasonable steps to ensure that you make judgements against the standard set for the qualification in previous years in which assessments took place. You should therefore assume that it is no easier or harder for a learner to achieve a particular grade this year compared to previous years. It is important that these judgements are objective, and they only take account of evidence of a learner's actual level of attainment based on appropriate evidence namely their knowledge, skills, abilities in relation to the unit content and objectives. Please see the guidance from Ofqual on the importance of ensuring objectivity in grading decisions. [Information for centres about making objective judgements.](#)

Centre requirements

A TAG is based on evidence that you will need to gather and retain for individual learners. When collecting this evidence, you must consider the following points:

- a learner's results should only be calculated by tutors/teachers with direct experience of teaching that learner the relevant subject and unit.
- where several cohorts are undertaking the qualification/specific unit(s), judgements should be standardised.
- in some cases you may need to approach other educational professionals who have worked closely with learners to support evidence collection.
- you should assume that any reasonable adjustments that would have been sought for a learner when taking their assessments, would have been in place.
- you should determine the most trusted evidence available that reflects the learning outcomes of the unit specification.

TAG assessment evidence requirements

As we are asking you to make a judgement of a learner's performance at unit level you should draw upon a range of different types of evidence

Minimum evidence threshold

Centres should include evidence that assesses the learner's ability across a representative range of subject content and across the different learning outcomes. There are no additional restrictions on the number of pieces of evidence, or number of different types of evidence. If there is no evidence for the unit component in question, or the evidence does not represent a learner's achievement in the subject, then the first action should be to prioritise delivering elements of that unit component and collect further evidence of learner attainment.

It is not necessary for every aspect of the unit component to be assessed to arrive at a grade. Aim to include evidence that assesses the learner's ability across a reasonable range of subject content reflecting, where possible, all learning outcomes. You should consider the following:

- whether the evidence available is sufficient to support your judgement. If not, what additional assessment might be needed?
- could further assessment evidence supplement or help to confirm performance of previous assessments?
- at least part of the evidence must be actual concrete learner work (i.e. in a form that can be reviewed by others such as written work or audio/visual recordings, witness statements, photographic), in order that sampling as a part of external quality assurance can take place if required.
- evidence may also be required to be reviewed as part of potential appeals.
- there must be at least some evidence of performance at the grade being submitted for the TAG.

Where qualifications are substantial some units may not have been fully assessed. Ideally, the evidence used will be consistent across the class or cohort, but that may not always be possible where a learner has missed some teaching or has missed one or more assessments. Make sure details of what evidence will be used has been communicated to each learner and that they have understood. Therefore, if there are any discrepancies between a learner and the rest of their cohort in what has been taught, this should become apparent before decisions are finalised.

While there is no set requirement for the minimum amount of content that learners must have been taught, heads of centres will have to confirm that learners have been taught sufficient content to allow progression to the next stage of their education. It would be helpful, therefore, for the evidence to illustrate this.

Types of evidence

We have considered the different types of evidence we might expect to see in support of different units/qualifications. This is provided below to guide evidence collection and the provision of TAGs.

| Possible sources of evidence |
|--|
| Banked units - units that have been internally assessed, internally and externally quality assured (they may already have been submitted for certification at unit level). |
| Internally assessed work that has not yet been subject to internal and external quality assurance. |
| Partially completed internal assessments. |
| Classwork or homework assignments/assessments/activities covering one or more units |
| Completed mock assessments/examinations and/or sample assessments |
| Project work that covers a number of units, some of which are only partially covered |
| Recordings (e.g. of practical performance, discussions), photographic evidence |
| Informal assessments/records of learners' performance over the course of study e.g. progress review data, classwork, participation in practical activities, demonstrations and/or performances |
| Schemes of work, attendance records/evidence of participation of learning/delivery |
| Tutor observations/witness statements |
| Learner work demonstrating the skills assessed within the qualifications that has been completed in support of another qualification learning aim, e.g. English skills demonstrated through another qualification. |

We appreciate that some of the evidence outlined above is more suited to particular types of qualifications. In determining sufficiency of evidence and making your judgements you should refer to the unit content.

In circumstances where there is a unit with no evidence centres should consider whether there is other evidence of learner attainment available to support a judgement for a TAG.

Evidence types for qualifications with externally set assessments

Centres must have a body of evidence that a teacher can use to form the basis of their TAG judgement that learners would have passed/achieved the assessment.

In making judgments about your TAGs for qualifications with externally set assessments please ensure you refer to the appropriate qualification table below.

Essential Digital Skills Qualifications at Entry level 3 and Level 1

Supporting evidence for a TAG

- Performance in mock assessments (see guidance on adaptation relating to sitting mock assessments)
- Class work that demonstrates the main skills statements that are being assessed at each level.
- Witness statements relating to observed skills that have not yet been formally assessed e.g. searching the internet, creating contacts, completing forms online

Award size qualifications assessed through externally set and marked multiple choice tests

Supporting evidence for a TAG

- Performance in mock assessments
- Class work that demonstrates understanding of key content
- Recordings of discussions of key topics that show the contribution of an individual learner
- Witness statements relating to discussions of key topics that have not been formally assessed

ESOL Skills for Life Awards (Entry 1 to Level 2)

Supporting evidence for the TAG

- Completed sample/past paper taken as a mock test including the conditions the mock was taken under
- Formative assessment results

This could be further supported by other evidence which may include, but is not limited to:

- Any other learner work towards the qualification (ie work they have independently undertaken in class or at home)
- Learner work demonstrating the skills assessed by ESOL qualifications that has been completed in support of another qualification learning aim.

In addition, the teacher could provide a commentary using agreed pass descriptors to demonstrate how the evidence aligns.

Mixed and parallel approaches to awarding

We are aware that for the same qualifications we may provide results determined on the basis of adapted assessments for some units and on the basis of TAGs for other units. We may also take different approaches with respect to different learners taking the same component where for example there is sufficient evidence to issue a result for one learner but not another.

Record-keeping and retaining evidence

Centres will need to have clear records in place which we will review as part of our quality assurance process to provide reassurance that the learners selected are eligible and any outcomes are robust and a true reflection of the learner's achievement, based on sufficient evidence that can be authenticated as having been generated by the relevant learner.

Tutor/Assessor and IQA Records and Sign-off

You will need to complete a Tutor/IQA declaration form for each learner claim. The form makes provision for you to include all learners for which you have made a TAG within a cohort. This form must be retained at the centre and made available upon request to Gateway Qualifications as we will use this as part of the evidence to support our quality assurance process.

This form can [be downloaded from our website](#). Once completed it should be kept at the centre.

Centres are reminded of the need to retain the supporting evidence used for the basis of a TAG for at least six months after the date for the issue of the result or the conclusion of any appeal in relation to that result. Supporting evidence may be requested as part of any external quality assurance process the awarding organisation chooses to adopt.

Internal Quality Assurance

Centres must complete internal quality assurance activity for all TAGs keeping clear records of all internal processes used to arrive at the TAG outcomes for each learner. This will enable centres to demonstrate each TAG has been verified, reducing the risk of malpractice or unconscious bias.

An outline of the IQA process is as follows:

For each TAG, centres must follow an internal quality assurance process before the TAG is submitted which meets the requirements below:

Internal sign-off

Each TAG will be determined by a teacher. This judgement should then be internally quality assured by another staff member. This would ideally be the Head of Department, or someone who usually conducts the role of Internal Quality Assurer. Where a staff member might have a personal interest in a learner (for example as a relative), Heads of Centre should make sure that additional controls are put in place, as appropriate.

The IQA will need to review and sign the Tutor/IQA declaration form.

Head of Centre declaration

The alternative awarding approach must be overseen and signed off by the Head of Centre.

The Head of Centre's responsibilities are to ensure that:

- Teacher Assessed Grades will only be submitted for learners who are eligible and where there is a valid reason why they cannot access or complete the assessment/s
- only suitably-qualified and experienced staff who have taught the learner have been involved in making a judgement about the Teacher Assessed Grade(s) for that learner(s)
- staff who have an interest in the outcome of the Teacher Assessed Grade for a learner/s are not involved in making any judgement
- all those who have made judgements about Teacher Assessed Grades have been briefed on the process as outlined by Gateway Qualifications
- there is sufficient valid evidence available to support the process before any judgement has been made
- as far as possible, where more than one member of staff is involved in teaching/assessing an individual learner for any unit that these staff members have worked together to agree a Teacher Assessed Grade
- where more than one member of staff is responsible for teaching/assessing any unit that these staff worked together to standardise their judgements in the way described below
- the Centre has undertaken robust internal quality assurance that demonstrates that all decisions made in relation to TAGs have been scrutinised carefully and all submissions internally quality assured prior to any external quality assurance activity undertaken by Gateway Qualifications
- a comparison of the volume of achievement for our submissions against previous years has been completed
- claims being made are authentic and that the potential of malpractice has been considered
- certificate claims (results) will not be submitted until external quality assurance activity has been undertaken and authorisation has been given to submit claims
- that evidence used to inform a judgement of a Teacher Assessed Grade will be available for external quality assurance purposes
- I am authorised to make this declaration on behalf of the Centre.

The Head of Centre is required to confirm that their responsibilities have been met and that all submissions are correct and accurately reflect the expected outcome for the learners included in the submission. If the Head of Centre is unavailable to do this, it may be delegated to a deputy.

The Head of Centre declaration is an online form and can be found [here](#).

Any false declaration will be considered malpractice and will be fully investigated by the Awarding Organisation.

Gateway Qualifications Quality Assurance Process

We will need to be satisfied that the centre's internal process is robust and leads to fair and accurate outcomes for the learners included in any alternative arrangement. It is vital that centres retain all evidence and clear records as we may request access to:

- all or some of the evidence used to identify eligible learners
- all or some of the supporting evidence for all or some of the learners submitted
- all or some of the Individual Learner Records
- records of IQA process and the learner evidence reviewed at each stage
- Head of Centre declaration of the outcomes

Our EQAs will contact you to arrange remote sampling.

Our quality assurance process will also draw on evidence we hold on centres including:

- units already claimed where the grades have been through the normal quality assurance process
- data and information about each centre, for example, your historical qualification outcomes, risk profile, centre monitoring information, direct claims status and records of any investigations, learner volume.

We may need to carry out additional checks of data held for individual centres to confirm that the volume of learners being submitted is valid. If there are any concerns regarding an individual centre's submission it may be necessary to withhold results.

It may necessary to extend these checks to review a sample of the evidence used and, in extreme cases where concerns remain, we may ask to see all evidence for all learners to provide reassurances of the validity of the outcomes produced by the centre.

In cases where we identify there is little or no evidence or confirm that learners are not eligible to receive a TAG we may determine it will not be possible to issue a result. Our expectation is that in these circumstances, learners affected will be offered the opportunity to take an assessment at the earliest possible date.

Direct Claims

Please note that Direct Claims Status does not apply to any results' claims that include TAGs.

Any claims that are found to be submitted that have not been approved by the EQA will be investigated.

Malpractice and maladministration

Where we have any concerns regarding the validity of a centre's submission, we may choose to take further action over and above the quality assurance activities outlined above. Where serious concerns are identified an awarding organisation may choose to withhold results for any or all learners included in a centre's submission pending the outcome to any further investigation.

Claiming and issuing results

Once we have been assured of the validity of the centre's submission in any given period, we will authorise the centre to submit certificate claims.

Claims must not be submitted for learners not yet reaching a pass threshold.

We have been mindful in keeping the claiming process as close to normal as possible, to reduce the burden on our centres, whether you claim results by RAC or Direct Entry. For step-by-step details on how to submit results and evidence to us, please refer to our Claiming Results Using TAGs Guidance.

Special Considerations

Special Consideration will not apply to learners who are not able to sit assessments because they have not been taught the content for the assessments. In this situation, learners may be able to be awarded a result on the basis of the approach to awarding put in place for qualifications eligible for a TAG.

Centres will not, therefore, need to separately apply for Special Consideration for these learners.

Appeals

TAGs should only be submitted to us where centres have supporting evidence to support a unit award where the centre can clearly demonstrate that the learner(s) are unable to complete an assessment.

Where a centre decides a learner is not eligible for a TAG, learners will be able to appeal to their centre if they can demonstrate that they:

- are unable to take a live assessment either remotely or in person
- are unable to complete a live assessment with other existing adaptations
- require the TAG immediately for progression purposes
- can demonstrate teaching and learning has been completed
- can provide suitable supporting evidence demonstrating pass capability.

If on reviewing the learner's appeal a centre believes that an error of judgement has been made provided that the centre follows the process within this guidance a TAG claim can be made. All evidence of the appeals process must be retained within the centre.

Where results for a qualification are awarded based on teacher-assessed grades, learners can appeal to Gateway Qualifications on the basis that:

- the centre did not follow its procedure properly and consistently in arriving at the learner's result (including any failure of quality assurance) or in conducting its review
- the result reflects an unreasonable exercise of academic judgement on the part of the centre
- the awarding organisation made an administrative error in relation to the result.

For qualifications not being awarded on the basis of a teacher-assessed grade, normal appeals arrangements are likely to apply. If you remain dissatisfied following the appeals process, you can contact us to make a complaint.

If the centre is unable to support the learner's appeal then the learner will be able to submit its appeal directly to Gateway Qualifications.

Appendix 1

Ofqual has set out the following principles for Category B qualifications.

The principles in relation to Category B Qualifications

An awarding organisation must take all reasonable steps to comply with the principles below when complying with Condition VCR3. Where an awarding organisation Adapts a Category B Qualification, it must take all reasonable steps to comply with these principles rather than those that apply to Category A Qualifications.

Principle B1 – An awarding organisation must seek to issue results in line with Condition VCR3.1 that –

- (a) meet the requirements of the VCR Conditions, and
- (b) in particular, are based on evidence (whether from an assessment or otherwise) which ensures that they are sufficiently Valid and Reliable,

to as many Learners as possible who are taking a Category B Qualification which it makes available.

Principle B2 – An awarding organisation must seek to ensure that each result that it issues is as Reliable as possible and reflects, as far as possible,

- (a) where all assessments for the qualification take place as normal or in Adapted form, the Learner's level of attainment as demonstrated in those assessments, and
- (b) where not all assessments take place, the Learner's level of attainment as demonstrated by any relevant evidence considered in line with the requirements published under Condition VCR3.4, together with any assessment that the Learner has taken for the qualification.

Principle B3 – An awarding organisation must seek to ensure, as far as possible, that the arrangements it puts in place to award a Category B Qualification do not serve to advantage or disadvantage different Learners or groups of Learners taking the same qualification.

Principle B4 – An awarding organisation must seek to ensure, as far as possible, that the arrangements which it puts in place to award a Category B Qualification do not serve to advantage or disadvantage Learners taking that qualification against their peers taking similar VTQs or general qualifications not covered by the VCR Framework.

Principle B5 – An awarding organisation must seek to ensure that its approach to awarding a Category B Qualification–

- (a) minimises burdens as far as possible, and
- (b) is as deliverable as possible, including by Centres and Teachers, with appropriate oversight by Ofqual.

Principle B6 – An awarding organisation must seek to maintain standards, as far as possible, within the same qualification in line with previous years.

Principle B7 – An awarding organisation must seek to maintain standards, as far as possible, across similar qualifications made available by the awarding organisation and by other awarding organisations.

The principles for Category B Qualifications are arranged in a hierarchy with Principle B1 at the top and Principle B7 at the bottom.

Where there is a conflict between two or more principles such that compliance with one principle will reduce the degree to which an awarding organisation can comply with another, the awarding organisation must –

(a) give priority to the principles in accordance with their hierarchy, with the greatest priority being given to compliance with principles further up the hierarchy, and

(b) without prejudice to the above requirement, secure compliance with all of the principles to the greatest extent possible.