



**VTCT**

**Smarter support for  
brighter futures**



# **Technical Award**

## **Adaptation Centre Guidance**

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# 1. Introduction

The coronavirus (COVID-19) pandemic has brought an ongoing and intensive period of change to the education landscape as regulatory bodies and awarding organisations have worked together to try to mitigate the impact on learners. It is important to reflect on the journey to date in order to provide context for the adaptations for Performance Table Qualifications in the 2020-2021 academic year.

## 1.1. Overview

The COVID-19 pandemic has resulted in disruption of education and training since March 2020. Many learners have experienced disruption to, or a lack of, teaching, learning and assessment since that date. It is likely that a number of public health restrictions will be in place during the next academic year, and that further disruption may occur on a localised basis. Teaching, learning and assessments may, therefore, continue to be affected for the rest of 2020 and possibly 2021. Ofqual is implementing the Extended Extraordinary Regulatory Framework (E-ERF) which seeks to assist in mitigating disruption to teaching, learning and assessment so that, as far as possible, learners are able to receive fair results in 2020-2021, and are not disadvantaged by the longer term impacts of the pandemic. VTCT's adaptations implemented for the Technical Award qualification are designed to support centres and learners in increasing manageability of assessments throughout the 2020-2021 academic year.

## 2. List of qualifications

VTCT has identified their performance table qualifications (PTQs) that are appropriate for the implementation of adaptations. This guidance document is specifically to support centres in the adaptations for the qualification indicated below:

Product code	Qualification title
<b>Technical Award</b>	
AM20530	VTCT Level 2 Certificate in Hairdressing and Beauty Therapy (VRQ)

VTCT's technical award is our GCSE equivalent qualification and is primarily delivered to 14-16 year olds.

### 3. Teaching, learning and assessment guidance

VTCT encourages centres to take proactive and positive steps to support the administration and delivery of the Technical Award, in the event of further impact of COVID-19 and regional lockdowns.

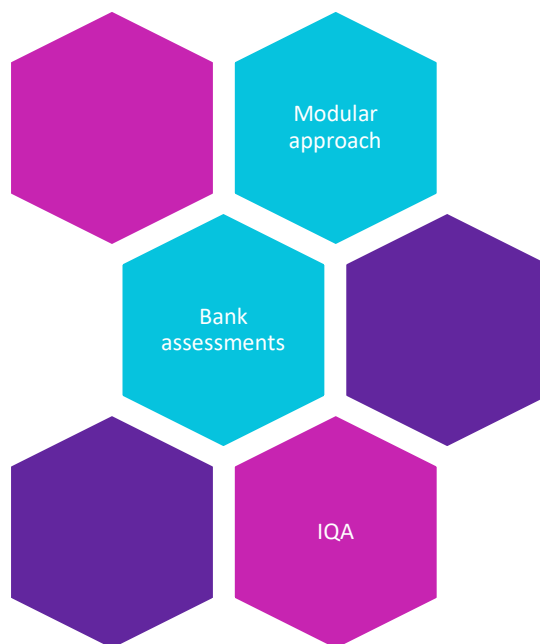
#### 3.1. Administration



VTCT encourages centres to:

- register learners in a timely manner on the VTCT Linx2Online system. This is needed because they will not be eligible for adaptations if they are not registered on a VTCT qualification
- maintain up to date and accurate records of the learners in your groups and withdraw any learners who are no longer with you on programme
- plan when the external and internal assessments will take place
- schedule assessments in a timely way following the deadlines set out in the Key Dates Document
- maintain accurate records to be able to have a greater understanding of the impact on planned assessments in the case of further lockdown or upheaval
- maintain accurate and up to date tracking document records of learner achievement on qualification. VTCT recommends that centres utilise electronic methods of tracking learner progression and achievement

### 3.2. Delivery



VTCT encourages centres to:

- deliver and assess the qualification in a modular format
- have a proactive assessment approach
- plan regular and robust internal quality assurance activity and record keeping
- utilise modular delivery and assessment structure to enable learner achievement to be banked throughout the academic year

## 4. Circumstances for adaptation

VTCT has identified that the primary issue for learners completing the qualification is related to undertaking of assessments within each assessment series. This may be a result of social distancing measures, a national/localised lockdown which causes the education providers to close or learners who need to shield or self-isolate. Both the external examination and internal assignments have strict assessment controls which require them to be completed under supervision. If learners are unable to access their educational provider due to social distancing measures, a national/localised lockdown which causes the education providers to close or learners to need to shield or self-isolate then, without adaptations, the learners may not be able to progress and achieve their qualification.

## 5. Summary of adaptation approach

VTCT's Technical Award in Hairdressing and Beauty Therapy is a theory only qualification, which is primarily delivered in schools and developed for learners between the ages of 14-16 years old. The qualification's purpose is to support learners to progress into further education. This qualification has been designed to use in the context of hairdressing and beauty therapy as a vehicle to support young people to develop a broad and comprehensive understanding of the sector but, more importantly, it builds core academic knowledge and study skills that will support progression within hair and beauty therapy or other areas of study. The content of the qualification is delivered in classrooms; however, this can be adapted to remote delivery if necessary. VTCT has identified that there is no required adaptation to the teaching and learning due to the existing embedded flexibility. The primary adaptation approach that VTCT is implementing relates to the delivery of the assessments methods. VTCT has

identified a toolkit of adaptations, such as remote invigilation, flexibility of availability of assessment series and adaption of assessment controls for internal assignments.

## 6. Centre responsibilities

VTCT's primary approach to adaptations for the Technical Award qualification is to ensure that learners are neither disadvantaged nor advantaged by the adaptations. The adaptations will provide maximum flexibility and support the Government's public health advice and guidance measures during the Covid-19 pandemic.

VTCT's adaptations will afford centres the ability to apply flexibilities to the location where learners undertake assessments for the qualification in circumstances such as a national/localised lockdown which causes the education providers to close, social distancing measures or if learners are shielding or self-isolating.

To support this change, VTCT has additional procedures and processes to ensure all equality considerations have been addressed. Centres will submit an application to VTCT requesting approval to implement remote invigilation for the external examination and remote supervision for the internal assignments. The application will require centres to demonstrate that they have ensured that all learners have access to technology to support the online platforms/systems and that no learner will be disadvantaged due to their socio-economic circumstances or geographical location. Centres will also be required to demonstrate that any adaptations implemented will accommodate all learners and not impact on any access arrangements that a learner may be eligible for.

## 7. Adaptations

VTCT recognises the varying needs of our centres and the array of different national/localised lockdowns. A 'one size fits all' approach is not suitable and as such VTCT has identified a toolkit of adaptations. VTCT seeks to ensure that learners are not disadvantaged or advantaged as a result of adaptation.

Adaptation	Approval
Remote delivery	No approval needed
Remote centre invigilation	Apply to VTCT for approval
Remote supervision	Apply to VTCT for approval
Flexibility of submission dates	Apply to VTCT for approval
Additional assessment series	VTCT will continue to monitor the need to implement

### 7.1. Remote centre invigilation

Where necessary centres shall apply for remote invigilation approval from VTCT for learner theory examinations to be invigilated or monitored remotely via tutor supervision. Centres can determine the most relevant and appropriate platform for remotely invigilating online exams. VTCT will monitor and quality assure the centre implementation of invigilation guidance and requirements through standard external quality assurance procedures.

## **7.2. Remote supervision**

Remote supervision of learners (managed by the centres) as they undertake the internally marked assignments. Learners and the tutors will continue to complete and sign a Declaration of Authenticity form for each assignment completed. VTCT's e-testing system currently supports centres to mark and submit assignment evidence for external moderation remotely.

## **7.3. Flexibility of submission dates**

Flexibility of deadlines for submission of assignment evidence for external moderation within an assessment series.

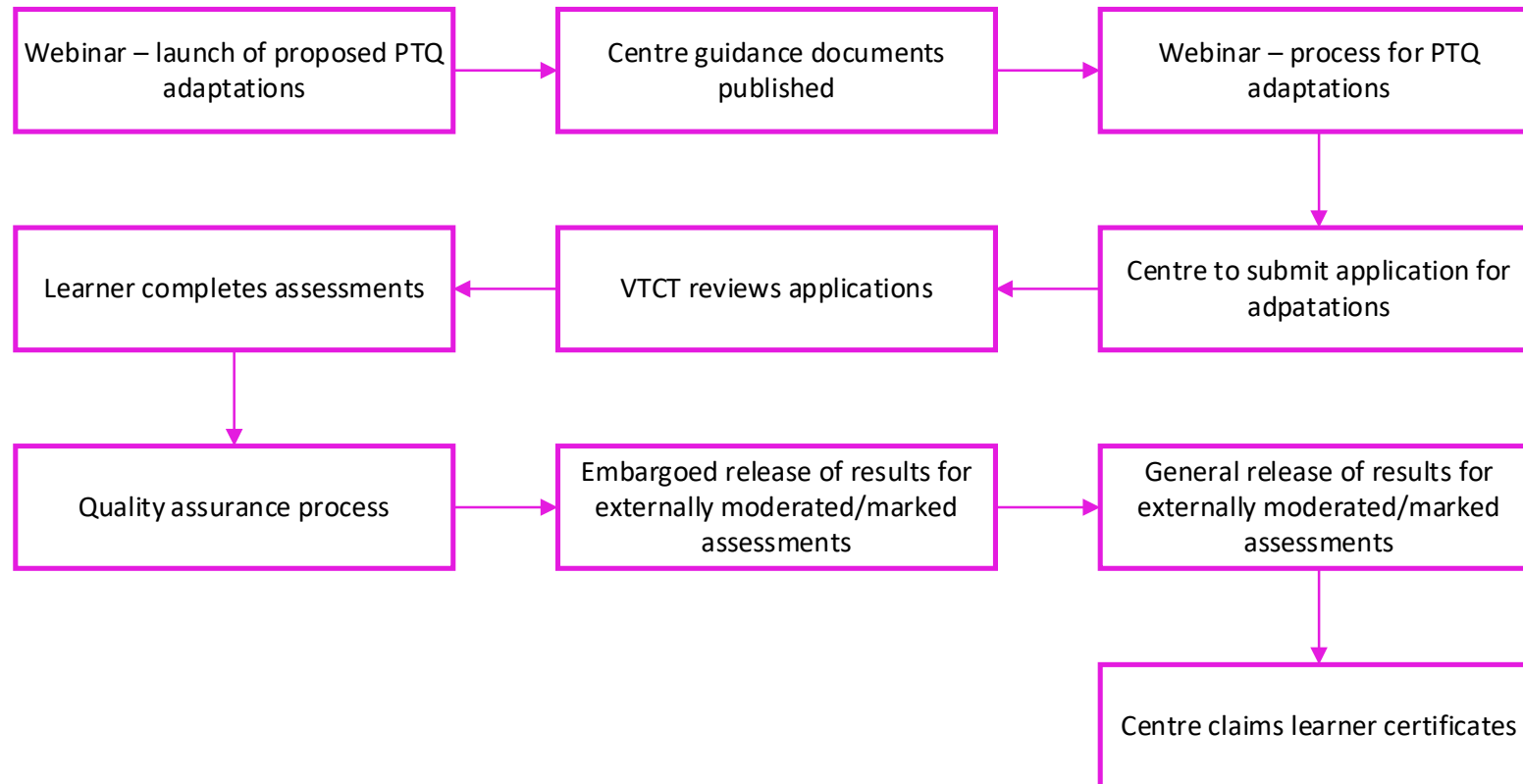
## **7.4. Additional assessment series**

VTCT will continue to monitor the need to implement additional assessment series other than those already published within VTCT's 'Key Dates' document.

## **8. Adaptation declaration form**

Centres will be required to complete and submit an adaptation declaration form at the time of requesting an adaptation where approval from VTCT is required. The purpose of the declaration form is to confirm that centres have the capacity and equipment to facilitate these adaptations. Additionally centres will be required to provide assurances that learners are neither advantaged nor disadvantaged by the implementation of the adaptations.

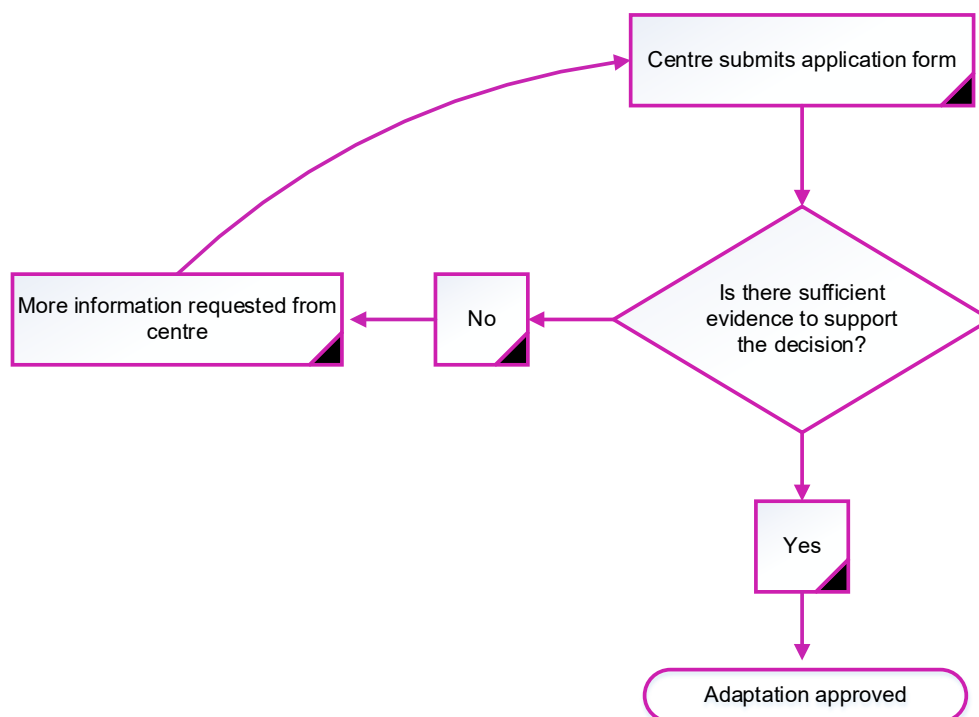
## 9. The journey





## 9.1. Application process

Centres will need to follow the adaptation application process for all adaptation requests.



## 10. Milestones

Milestone	Detail
October 2020	VTCT launch PTQ adaptation information through webinars and centre guidance documents
September – December 2020	Autumn contingency assessment series for ERF learners
January 2021	Winter assessment series for the Technical Award qualification (business as usual)
May 2021	Summer assessment series for the Technical Award qualification (business as usual)

## 11. Standardisation and quality assurance

Centres will be required to demonstrate a robust internal quality assurance process to support the adaptations implemented. Centre internal quality assurance activity and VTCT's standardisation and quality assurance activity will be based on risk. Some centres may experience more intense scrutiny as part of VTCT's quality assurance process, for example increased moderation activity of the internally marked assignments.

## 12. Further advice and guidance

The following resources will be made available to support centres through the adaptation process:

- All webinars will be uploaded to the VTCT website (centre log-in required)
- FAQs following the webinar will be published with the webinar slides

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