



ITEC



VTCT

Exceptional arrangements for Vocational qualifications (VRQ/NVQ) in 2020

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Aims

- Importance of deadlines
- Journey to so far
- Qualification in scope
- Qualifications out of scope
- Mitigation
- Process
- Data collection
- Principles
- Evidence
- Next steps and deadlines

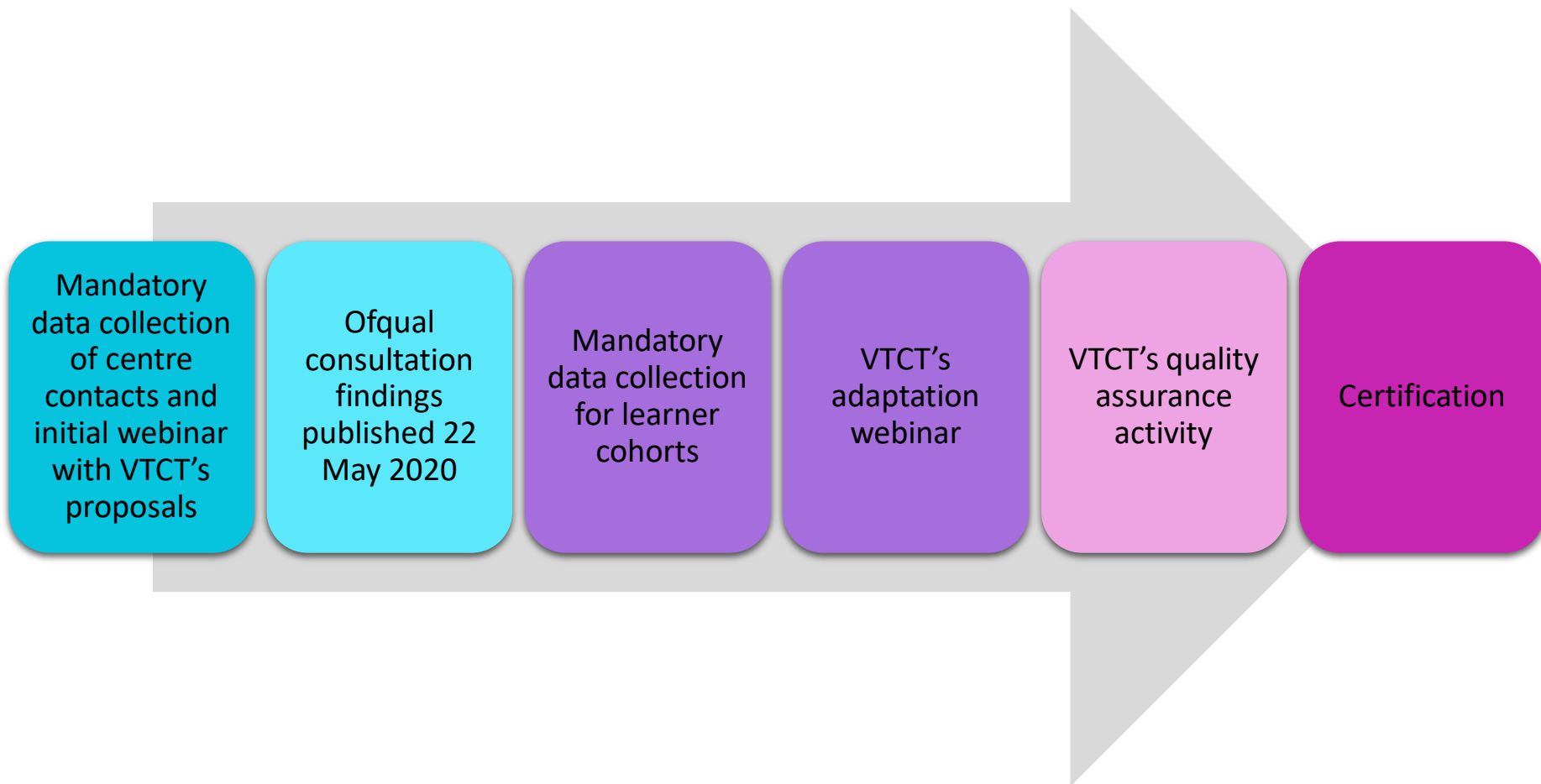


Importance of deadlines

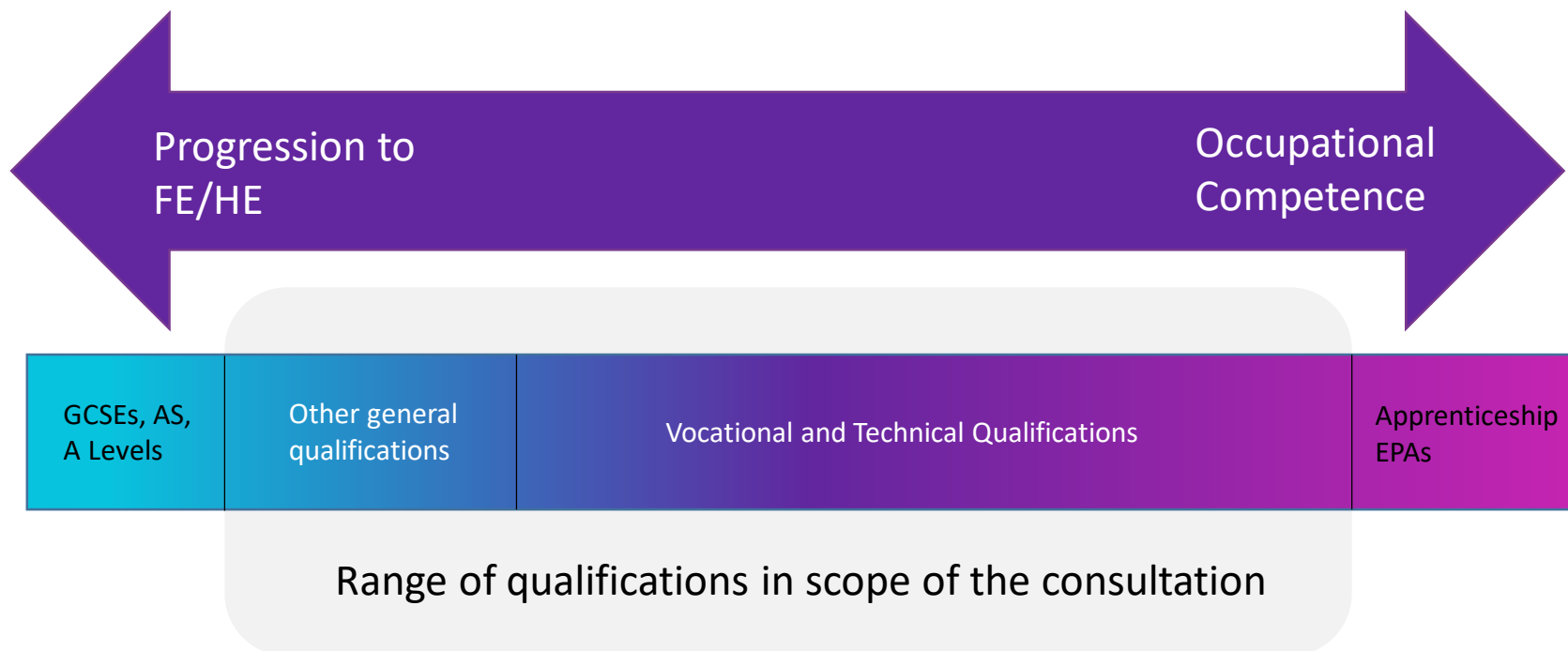
- VTCT is committed to releasing learner results for the academic year 2019/2020
- Collaboration is essential during this intense period of activity
- It is critical that you meet the deadline dates that have been set to enable your learners to receive results and be certificated
- It may be necessary for us to contact you during this process, please be alert and responsive
- We will be working to support you through each stage of the process



Journey to adaptation



Qualifications in scope

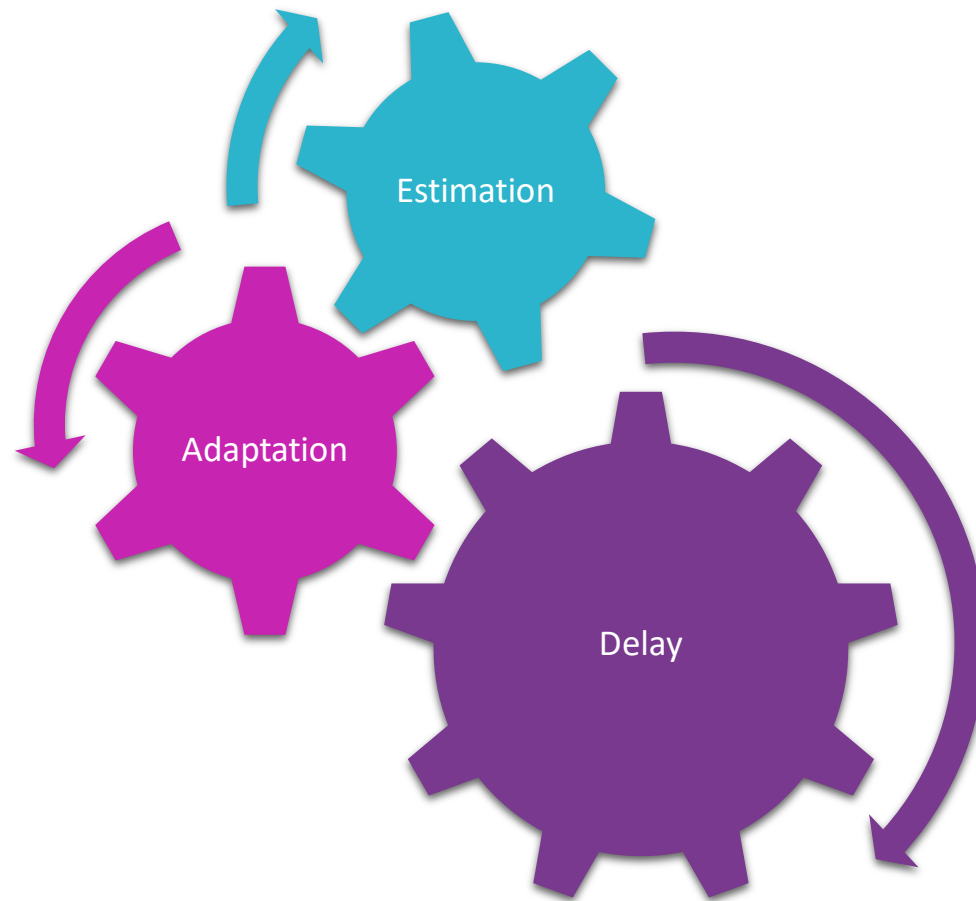


- Qualifications from Entry level to level 6
- Those approved for public funding and delivery, irrespective of the age of the learner
- Those qualifications which are not A Levels, AS levels, GCSEs, EPAs and AEA
- Included functional skills – legacy qualification end date has been extended until December 2020

Ofqual's approach to qualifications



Mitigation approaches



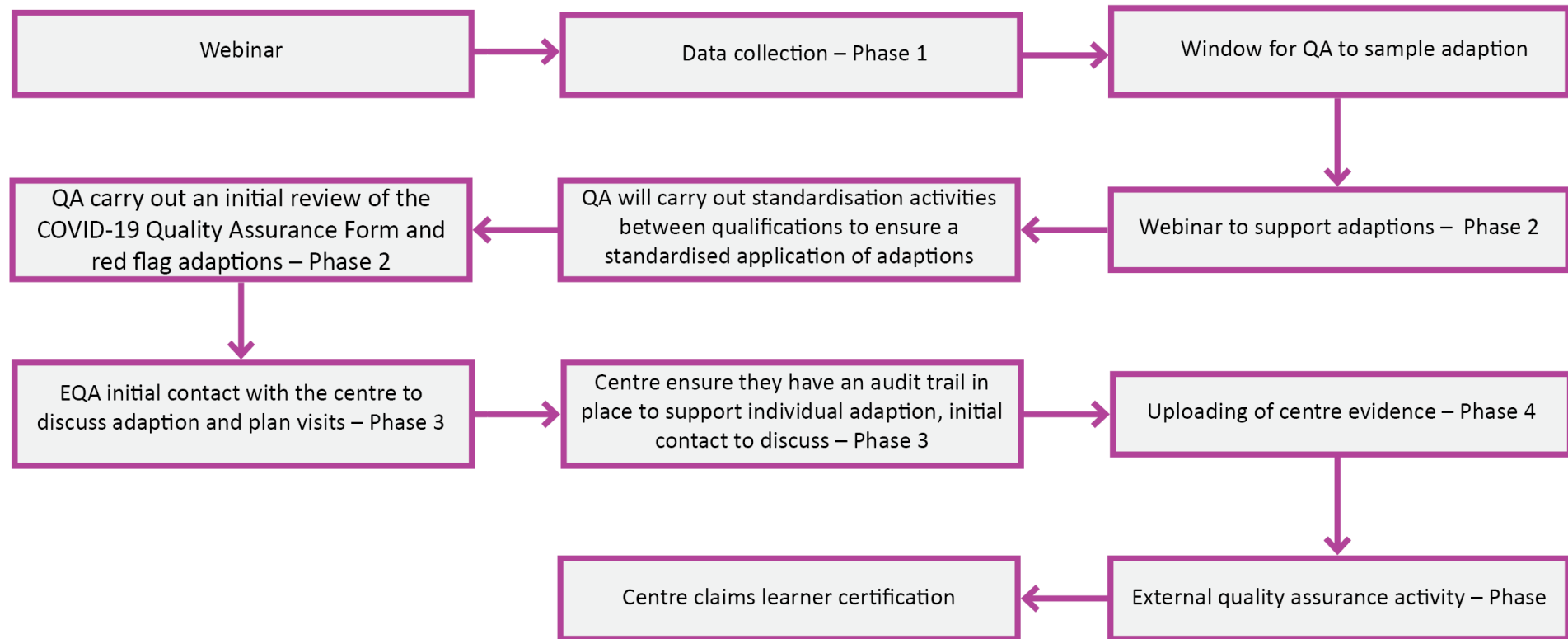
Qualifications approved for adaptation

Product Type	Level	Mitigation
VRQ	L2	Adaptation
VRQ	L3	Adaptation
NVQ/SVQ	L2	Adaptation
NVQ/SVQ	L3	Adaptation

Qualifications not approved for adaptation

- VRQ entry level 1
- VRQ level 1
- NVQ level 1
- SVQ level 1
- Level 4/5 qualifications
- VRQ qualifications where no practical and or end of unit tests are required





Adaptations



Holistic Model

On 9th April 2020, Ofqual recognised the complexity of the landscape for vocation and technical qualifications. They said what is needed is:

“.....a holistic model for internal assessment decisions which recognises that assessment evidence, for most learners, is incomplete and acknowledges the need for flexibility in approaches to ongoing assessment (where this is possible and practicable)



Adaptation

- Adapting assessment design/assessment requirements, for example, using simulation in place of observation
- Changing the way the assessments are delivered, for example, using an online method rather than paper-based test
- Changing invigilation requirements, for example, allowing the use of remote proctoring
- Waiving or relaxing work experience or placement requirements
- Changing the way the qualification is quality assured



Adaptation Principles

- Safe to practise
- Adaptations made must consider the qualification type and risk
- Adaptations must not compromise the standards
- Adaptations must consider a range of trusted sources of evidence
- Adaptations made must maintain the validity, reliability and integrity of qualifications
- Consider the learner attendance and whether they have undertaken sufficient TQT to have an adaptation applied
- A learner must have covered enough skills and knowledge that will support progression to FE/HE and/or to employment in all units
- Neither advantage or disadvantage learners



Approach to Adaptations

- Adaptations can only be made to assessment models, as long as this does not undermine the validity and reliability of the result and social distancing guidelines
- Assessors have an understanding of their learners' progression and achievement and must consider every learner individually and draw from a range of evidence and perspectives, to help develop an accurate picture of the learner's current ability
- To mitigate the risk of bias, VTCT recommends course teams, rather than individual assessors, should make assessment decisions concerning the sufficiency and reliability of evidence about learners
- The Head of Centre and Lead IQA must be confident that there is sufficient trusted evidence to demonstrate that learners have reached the qualification's learning aims and assessment criteria. The Head of Centre's and Lead IQA witness statement will form part of VTCT's remote visit sampling



VRQ Threshold

70% – 100% Practical and theoretical assessments achieved	40% – 70% Practical and theoretical assessments achieved	0% – 40% Practical and theoretical assessments achieved
Direct passage through to certification	Adaptations	Learner may need adaptations around theory and client types

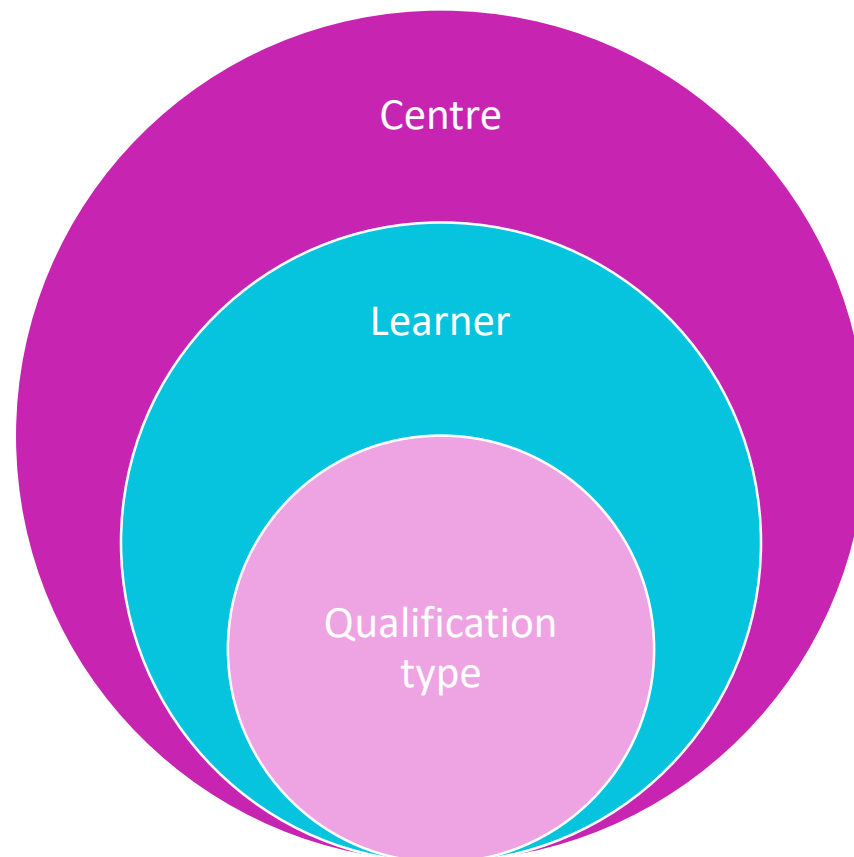


Adaptations

- Witness testimonies
- Formative assessment
- Mock assessment evidence
- Practice papers
- Assignments
- Learner tracking documents
- Professional discussion
- Adaptation to the client type/s
- Adaptation to case study requirements
- Simulation
- Assignment instead of end of unit tests
- Oral questions



Consistent Approach

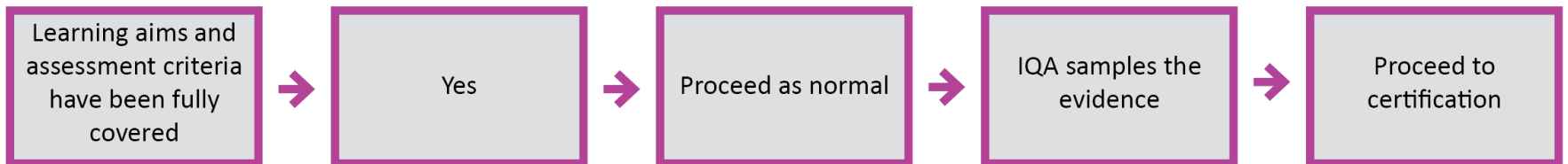


Variables

Learner	Centre	Qualification
Individual achievement	Delivery - Full time	Health and safety implications
Practical Progression	Delivery - Part time	Case studies
Theory Progression	Roll on Roll off	Chemicals and or mechanical equipment
Prior Attainment	Assessment schedule	
End of unit test		
Outstanding components		
Attendance		
Type of learner		
Threshold		

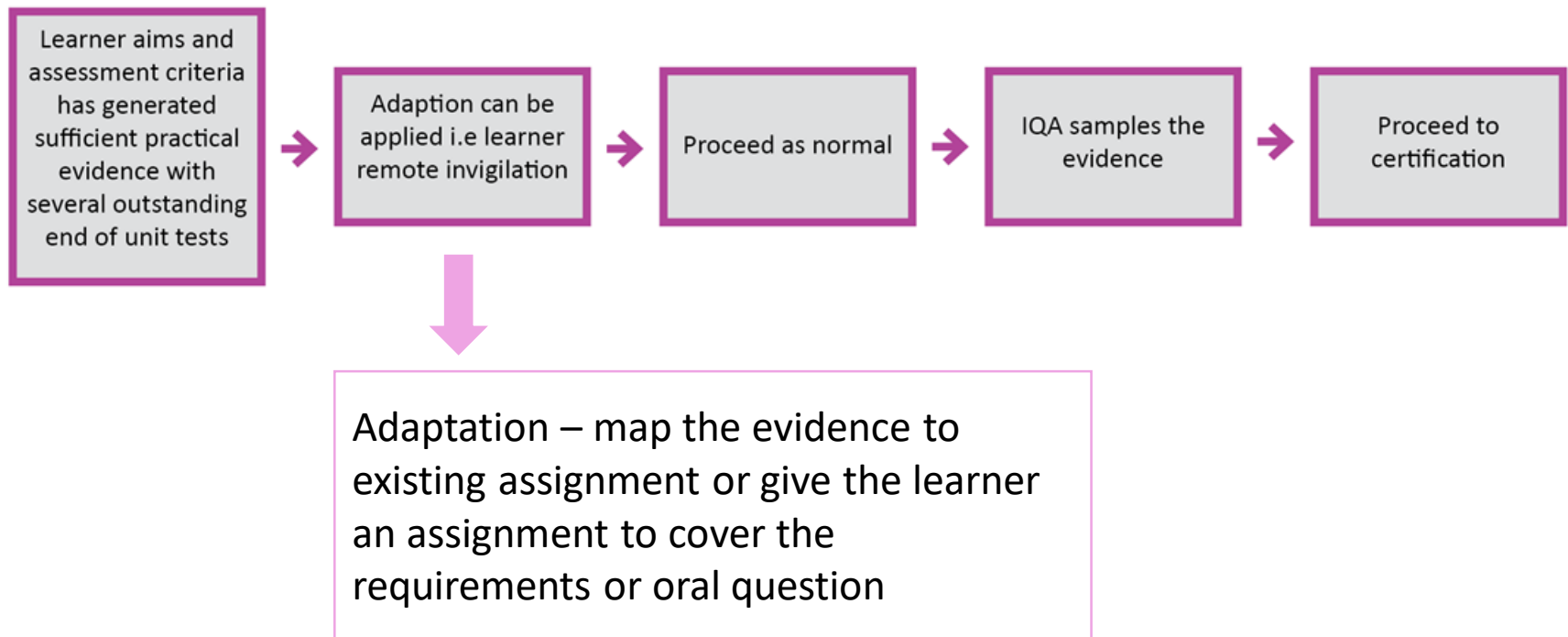
Examples

- Where a learner has achieved all the necessary learning outcomes and assessment criteria:

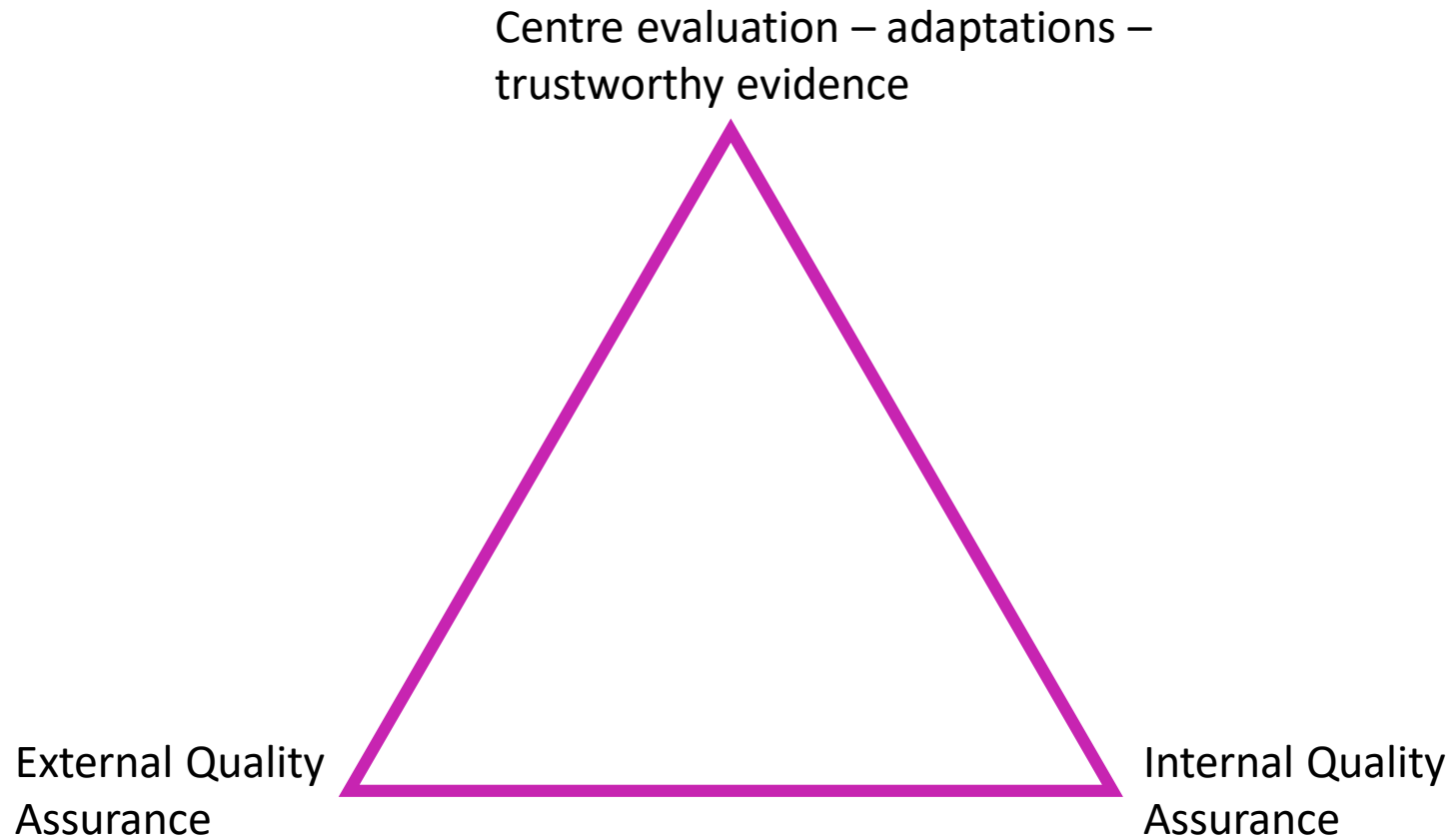


Examples

Where a learner has generated sufficient practical evidence to meet all the learning outcomes and assessment criteria, but needs to complete several end of unit assessments but assessment under normal conditions cannot continue:



Quality Assurance Requirements and Accountability



Proposed NVQ/SVQ strategy

- Working with other awarding organisations
- New framework of assessment requirements
- Sector Skills Councils
- Waiting for approval
- National Occupational Standards



Collaboration

- Aggressive timescales
- Mandatory completion of the Covid-19 Quality Assurance Form
- Reliant on trust between the VTCT and Centres
- Holding Zoom meetings to support the different levels of qualification
- Continue to work closely with other stakeholders and Sector Skills Councils to ensure consistency across qualification types
- Adaptations will depend on qualification type and centre risk rating
- Quality Assurance Department and EQAs will be working with centres
- Mitigation approaches will require collaboration between VTCT Quality Assurance Department, Centre Assessors and Centre's Lead IQAs
- Further webinars to share information



Next step and Timeframes

Week Commencing 5 April 2020	Week Commencing 14 April 2020		Week Commencing 20 April 2020		Week Commencing 27 April 2020
9 April 2020, Educational Secretary released Directive that covers VTQs	Ofqual data collection requested for AOs to complete by the 24th April regarding qualifications in scope			<div>VTCT webinars guidance</div> <ul style="list-style-type: none">• Estimation• Adaption• Delay	
	Ofqual consultation launched on awarding vocational and technical qualifications in summer 2020				
Week Commencing 3 May 2020	Week Commencing 10 May 2020	Week Commencing 17 May 2020	Week commencing 24 May 2020	Week Commencing 31 May	
Ofqual consultation launched on awarding vocational and technical qualifications in summer 2020 closes 8 May	VTCT require all centres to submit data via the Covid-19 Quality Assurance Notification Form by the 16th May 2020 on learners progression and achievement. VTCT will moderate the data and allocate an EQA.		VTCT will moderate the data the supplied on the Covid-19 Quality Assurance Notification Form. EQA will contact the <u>centre</u> to start the quality assurance process.		
	Adaptation webinar Centre will receive the adaption pack				
Week commencing 7 June 2020	Week commencing 14th June – 31st August 2020				
	Zoom meetings support adaptations and extraordinary arrangements				
		VTCT quality assures centres			



Questions



Summary

- Webinar available on website (centre log-in required)
- Mandatory data collection on cohort of learners – COVID-19 Quality Assurance Form
- Centre guidance packs to be disseminated
- Further guidance and support webinars to follow
- Zoom meetings

