



# **Technical Certificate and TLQ**

## **Adaptation Centre Guidance**

**September 2021**

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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 2021-2022 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 possible that there will be further disruption to teaching, learning and assessments again this academic year through public health restrictions on a national or localised basis. Ofqual's VTQ Contingency Regulatory Framework (VCRF) contains principles to support learners to complete their qualification this academic year and a framework for awarding organisations in these extraordinary times. VTCT's adaptations implemented for the Technical Certificate and Technical Level Qualifications are designed to support centres and learners in increasing manageability of assessments throughout the 2021-2022 academic year.

## 2. List of qualifications

VTCT has identified our 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 qualifications indicated below:

Product code	Qualification title
<b>Technical Certificates</b>	
BT2D1	VTCT Level 2 Diploma/Extended Diploma in Beauty Therapy
BT2D2	VTCT Level 2 Diploma in Beauty Counter Consultancy
BT2D3	VTCT Level 2 Diploma in Nail Technology (Gel)
BT2D4	VTCT Level 2 Diploma in Nail Technology (Liquid and Powder)
BT2D5	VTCT Level 2 Diploma in Hair and Make-up Artistry
BT2D6	VTCT Level 2 Diploma for Beauticians
HB2D1	VTCT Level 2 Diploma/Extended Diploma in Ladies Hairdressing
HB2D2	VTCT Level 2 Diploma/Extended Diploma in Barbering
HC2D6	VTCT Level 2 Diploma in Professional Cookery
HC2D7	VTCT Level 2 Diploma in Bakery and Patisserie
HC2D8	VTCT Level 2 Diploma in Food and Beverage Service
HC2D9	VTCT Level 2 Diploma in General Catering Skills
BT2D1	VTCT Level 2 Diploma/Extended Diploma in Beauty Therapy
<b>Technical Level Qualifications</b>	
BT3D1	VTCT Level 3 Diploma/Extended Diploma in Massage Therapies
BT3D2	VTCT Level 3 Diploma/Extended Diploma in Spa Therapy
BT3D3	VTCT Level 3 Diploma/Extended Diploma in Beauty Make-up Techniques
BT3D4	VTCT Level 3 Diploma/Extended Diploma in Beauty Therapy
BT3D5	VTCT Level 3 Diploma/Extended Diploma in Nail Technologies
BT3D6	VTCT Level 3 Diploma/Extended Diploma in Theatrical and Media Make-up
BT3D7	VTCT Level 3 Combined Diploma in Beauty Therapy
CT3D1	VTCT Level 3 Diploma in Complementary Therapies
HB3D1	VTCT Level 3 Diploma/Extended Diploma in Hairdressing
HB3D2	VTCT Level 3 Diploma/Extended Diploma in Barbering
HB3D3	VTCT Level 3 Diploma in Hairdressing for Colour Technicians
HB3D4	VTCT Level 3 Diploma in Hairdressing for Cutting and Styling Technicians
HB3D5	VTCT Level 3 Diploma in Hairdressing for Chemical Technicians
HB3D6	VTCT Level 3 Combined Diploma in Hairdressing
HC3D2	VTCT Level 3 Diploma/Extended Diploma in Advanced Professional Cookery
HC3D3	VTCT Level 3 Diploma in Professional Patisserie and Confectionery
SP3D16	VTCT Level 3 Diploma in Personal Training
SP3D21	VTCT Level 3 Diploma in Massage and Therapies for Sport

VTCT's Technical Certificates and Technical Level Qualifications are primarily delivered to 16-18 year olds and provide progression into further studies or employment.

### 3. Teaching, learning and assessment guidance

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

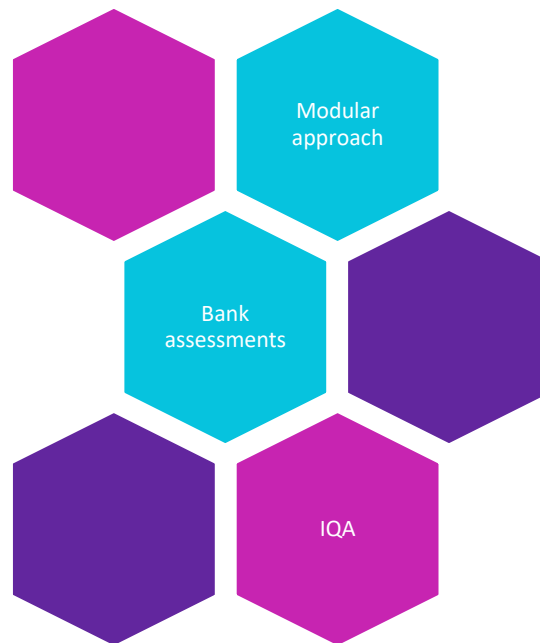
#### 3.1. Administration



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 documents records of learner achievement on qualifications. VTCT recommends that centres utilise electronic methods of tracking learner progression and achievement

## 3.2. Delivery



VTCT encourages centres to:

- deliver and assess the qualifications 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 qualifications 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, learners who need to shield or self-isolate or Government person to person contact service restrictions. Both the external examination and some internal assessments 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 who 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 Certificates and Technical Level qualifications contain both theoretical and practical elements. The purpose of these qualifications is to support progression into employment or further/higher education. The content of the qualifications is typically delivered in a combination of classrooms and realistic working environments. VTCT has identified that there are no adaptations required to the teaching and learning for these qualifications due to the existing embedded flexibility, for example remote delivery of theory topics. VTCT has identified the need to develop these qualification adaptations to assist the mitigation of impact by COVID-19 in the academic year 2021-2022. VTCT will continue to monitor the Government's public health advice on close contact services, as this may impact centres further and require a review of the adaptation approach.

VTCT proposes the following adaptations to the delivery and methods of assessment contained within the Technical Certificate and Technical Level Qualifications:

- Centre remote invigilation for theory examinations to minimise the impact of national or localised lockdowns
- Reduce the number of assessments within the formative treatment/service portfolios
- Remove restrictions on which theory examinations learners can undertake in each assessment series
- Remote external quality assurance activity

## 6. Centre responsibilities

VTCT's primary approach to adaptations for the Technical Certificates and Technical Level qualifications is to ensure 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's theoretical components 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 examinations. 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
Removal of restrictions on availability of theory examinations	No approval needed, standardised across all learners
Additional assessment series	VTCT will continue to monitor the need to implement
Evidence adaptation for treatment/service portfolios	No approval needed, standardised across all learners
Client requirements	No approval needed, standardised across all learners
Remote external quality assurance	No approval needed

### 7.1. Centre remote 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. Removal of restrictions on availability of theory examinations

VTCT will remove restrictions on which theory examinations learners can undertake in each assessment series. For the winter assessment series 2020, centres will be able to schedule learners to undertake both paper 1 and paper 2 theory examinations. Previously paper 1 had only been available in the winter assessment series.

### 7.3. 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.

### 7.4. Evidence adaptation for treatment/service portfolios

VTCT has removed the number of observations required within the qualifications' formative treatment/service portfolios. Centres are encouraged to cluster assessments to maximise coverage of the range requirements. However, centres are still required to ensure that learners develop the required practical skills over the formative assessments to ensure the learners are suitably prepared for the summative unit graded assessments. Centres are encouraged to liaise with their External Quality Assurer on the types of evidence that can be used to cover the range requirements of the formative assessments.



## **7.5. Client requirements**

VTCT will remove the requirement that exists in some unit graded assessments where learners are required to treat clients who are unknown to them. In accordance with public health guidelines learners will be able to treat people they have previously treated within the service/treatment portfolios.

## **7.6. Remote external quality assurance**

VTCT will conduct online remote quality assurance visits to support centre monitoring activities. VTCT's e-portfolio system and file transfer platforms will support centres to submit evidence for verification activity.

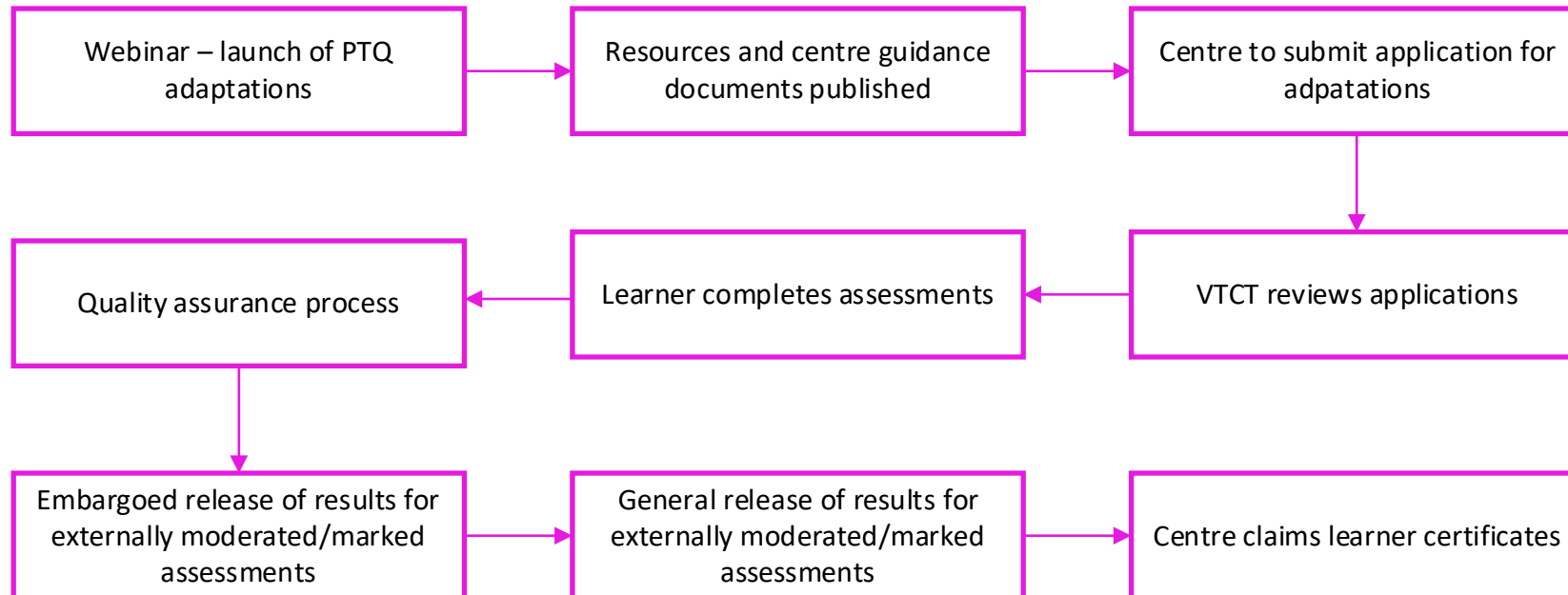
## **8. Adaptation declaration form**

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. Employer engagement**

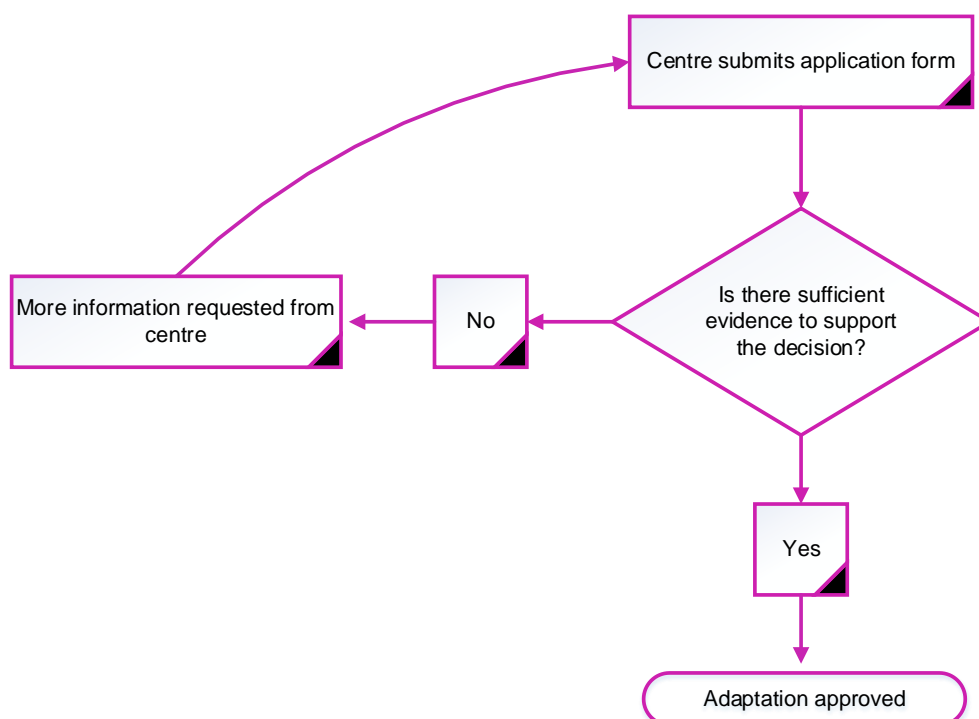
VTCT's Technical Certificates and Technical Level Qualifications have an employer involvement requirement to align with the Department for Education's technical requirements for Technical and Applied General qualifications. VTCT does not propose any adaptations to this qualification requirement as there are multiple, flexible ways for centres to cover employer involvement.

## 10. The journey



## 10.1. Application process

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



## 11. Milestones

Milestone	Detail
October 2021	VTCT launch PTQ adaptation information through webinars and centre guidance documents
October - December 2021	VTCT external quality assurance activity with centres (business as usual)
January 2022	Winter assessment series for the Technical Certificates and Technical Level qualifications (Paper 1 and Paper 2) (business as usual)
March 2022	Easter assessment series for the Technical Certificates and Technical Level qualifications (business as usual)
March– June 2022	VTCT external quality assurance activity with centres (business as usual)
June 2022	Summer assessment series for the Technical Certificates and Technical Level qualifications (business as usual)

## 12. 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 verification activity of the internally marked assessments.

## 13. 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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