



Pearson

# Education and Training qualifications and Assessor qualifications

Contingencies for 2021-2022  
for E&T

December 2021



## Overview

### Contingency Planning for VTQs for professional or competence-based qualifications

The policy direction for this academic year is that teaching, learning and assessment should continue. As permitted by Ofqual and DfE, we will have [adaptations](#) available across many vocational qualifications to support centres and learners.

We continue to work with Ofqual, other regulators, and VTQ Awarding Organisations to ensure that qualification and assessment delivery this academic year is resilient to the impacts of the pandemic. As part of this work, and alongside the announcements on 30 September regarding [GQ contingencies](#), the Department for Education have released [guidance for vocational qualifications](#), to support parity of contingency planning for all learners this year.

This guidance has been produced to support you with assessments should the following scenarios occur:

- a) There has been further disruption, but other assessments are able to go ahead
- b) If it is decided that assessments are no longer viable

This guidance details the adaptations available should scenario a) occur.

However, should scenario b) occur and assessment are no longer safely viable, assessments for qualifications in this guidance should be delayed until it is safe to continue.

## Summary of changes

This guidance reflects the most recent guidance from the Education and Training Foundation dated 29<sup>th</sup> January 2021 and **applies to learners who are currently on programme and those starting on new programmes** – see Appendix A.

Guidance has also been provided in relation to the new End-point Assessor qualifications.

Guidance has been provided on 'Working with you on adaptations'.

Updated sections relating to 'Working with you on adaptations' to 'Recording adaptations and delays to assessment'.

This guidance includes the following topics:

- Updated overview as per DFE Contingencies for VTQs Oct 2021
- Guidance on adapting assessments - *Award, Certificate, Diploma, Education and Training qualifications*
- Guidance on adapting assessments - *Assessor/Quality Assurance qualifications*
- Guidance on adapting assessments – *End Point Assessor qualifications*
- FAQs (Learning and Development and EQA qualifications)
- Standards verification
- Recording adaptations and delays to assessment
- Working with you on adaptations
- Equalities and Objectivity
- Malpractice and Maladministration
- Appendix A: Qualifications this guidance applies to

# Education and Training and Assessor Qualifications

We are committed to supporting our centres during the challenges presented by the COVID-19 outbreak. We recognise that staff and student teachers involved in the FE Initial Teacher Training programmes and Assessor/Quality Assurance qualifications require support and guidance.

As a result, the Education and Training Foundation (ETF) has provided the following recommendation:

The ETF is keen in these fast-moving times to provide a steer to Awarding Bodies as to appropriate mitigations to put in place regarding Covid, and the consequent disruption to the education and training sector. This is an update in a series of statements and replaces the guidance from the ETF issued earlier this year. This document hopefully elaborates the appropriate responses in possible forthcoming scenarios.

It is recommended that to provide the best experience for learners, conditions during learning programmes should be as real and as close as possible to those likely to be experienced during their career.

## Award, Certificate, Diploma, Education and Training qualifications

### Diploma in Education and Training [DET]

It is important to maintain the rigour and quality of the DET as the recognised teaching qualification for the FE sector. Centres should, therefore, seek to maximise face to face teaching opportunities and assessments, wherever possible. As a result, centres should look to delay such activities until face to face opportunities allow.

Any deviations from the full qualification guidance should be the exception rather than the rule and every effort to be compliant should be made. Under the current COVID-related circumstances, it is recommended that learners on two-year programmes be observed a maximum of four times in year one, and that the unit 'Developing Teaching, Learning and Assessment in Education and Training' be

## Education and Training and Assessor Qualifications

delivered and assessed in year two, with knowledge units delivered at the start of the programme.

The current position is that centres should comply with the full guidance and 100 hours of teaching practice and 8 observations. However, should the current situation involving restricted access to face to face teaching opportunities persist or there is a return to lockdown [local or otherwise] the following is permissible with the agreement of the Awarding Body:

The requirement for 100 hours teaching practice remains, however

- This may include one to one, up to a maximum of 15 hours
- This may include live remote delivery, ie delivery where the tutor and learners are simultaneously present online and engaged and there is live interaction
- This may also now include asynchronous delivery, where the teacher prepares and delivers a session for learners to engage in at a later point providing:

1] a full planning rationale for the session is provided

2] there is robust evidence of teacher follow up eg critical exchanges with learners demonstrating some assessment of learning and clarification/adaptation of presentation for particular learners.

Such asynchronous delivery may be counted to a maximum of 30 hours of teaching practice

The requirement for 8 observations remains, however:

- This can include observations of one to one (to a maximum of two)
- This can include observations of live remote delivery

## Education and Training and Assessor Qualifications

- Where necessary, one observation of an asynchronous sessions may be counted providing all evidence as above is [present and discussed as part of the review

Recordings of the live remote observation must be securely stored and made available for IQA and EQA purposes.

The above are deviations from normal, established assessment practices, and therefore centres must obtain the agreement of their Awarding Body, stating clearly their justifications, before proceeding with them.

These conditions apply to DET courses throughout the duration of the 2020/21 academic year ending by 31 July 2021, and may be subject to further review during this period.

Please refer to the section '**Working with you on adaptations**' for further guidance.

## Certificate and Award in Education and Training [CET and AET]

This guidance is broadly similar to that provided for the DET in that there should be an attempt to provide face to face experience on these courses and that exceptions to the full qualification guidance are only allowed with Awarding Body agreement.

Should the current situation regarding restricted access to face to face teaching opportunities persist or there is a return to lockdown [local or otherwise] the following is permissible with the agreement of the Awarding Body:

**For the CET:**

The requirement for 30 hours teaching practice remains, however

## Education and Training and Assessor Qualifications

- This may include live remote delivery, ie delivery where the tutor and learners are simultaneously present online and engaged and there is live interaction
- This may also now include asynchronous delivery, where the teacher prepares and delivers a session for learners to engage in at a later point providing:

1] a full planning rationale for the session is provided

2] there is robust evidence of teacher follow up e.g. critical exchanges with learners demonstrating some assessment of learning and clarification/adaptation of presentation for particular learners.

Such delivery may be counted to a maximum of 10 hours of teaching practice

The requirement for 3 observations remains, however:

- This can include observations of live remote delivery
- Where necessary, one observation of an asynchronous sessions may be counted providing all evidence as above is [present and discussed as part of the review

Recordings of the live remote observation must be securely stored and made available for IQA and EQA purposes.

Please refer to the section '**Working with you on adaptations**' for further guidance.

# Education and Training and Assessor Qualifications

For the AET:

- The micro teach may be a live remote session with Awarding Body approval.

The above are deviations from normal, established assessment practices for the AET, and therefore centres must obtain the agreement of their Awarding Body beforehand.

Recordings of the live remote observation must be securely stored and made available for IQA and EQA purposes.

These conditions apply to CET or AET courses throughout the duration of the 2020/21 academic year ending by 31 July 2021, and may be subject to further review during this period.

Please refer to the section '**Working with you on adaptations**' for further guidance.



## Assessor/Quality Assurance qualifications

Pearson continues to be as flexible as possible, although we must maintain the integrity of the standards. The following is based on the [guidance](#) produced by the Education and Training Foundation (ETF) on 2 October 2020.

Pearson has a responsibility to uphold standards and ensure qualifications are fit for purpose. Qualifications should be delivered in line with the current qualification specifications where possible.

The current situation surrounding the Coronavirus pandemic presents challenges for those qualifications which require in person observation. Where it is not possible to undertake observations face-to-face, some adjustment may be made, subject to Pearson approval beforehand. This is to ensure the process is valid, sufficient and clear. Please refer to the section 'Working with you on adaptations' for further guidance.

It is strongly recommended that centres delay assessment until a suitable opportunity for face-to-face assessment becomes available.

In order to provide the best experience for learners, it is recommended that conditions during the learning programme should be as real and as close as possible to those likely to be experienced during their careers as an Assessor or Quality Assurer.

### Assessor qualifications

Whilst the current situation persists, live remote observation is permitted providing all participants are present during the live observation (i.e. the Assessor, the learner and the student). It is important that the Assessor has a clear view and is able to hear the detail of the assessment activity for the duration of the activity. **Recordings of the live remote observation must be securely stored and made available for IQA and EQA purposes.**

Centres must discuss with and get the agreement of their Awarding Body, with have clear justifications for using live remote observations before proceeding with them. Additionally, centres should be mindful of any additional guidance issued by the

# Education and Training and Assessor Qualifications

relevant Awarding Body covering the qualification actually being assessed [by the assessor candidate].

The onus resides with the Awarding Body to ensure this process is valid, sufficient and clear. Additionally, recordings should be maintained such that evidence can be subject to EQA. It is recommended that centres start their programmes with the knowledge unit. **Please find the Latest ETF document [\[here\]](#)**

Please refer to the section **'Working with you on adaptations'** for further guidance.

## Internal Quality Assurance qualification

The IQA qualification requires a minimum of one assessed observation, which in normal circumstances must be conducted live, face-to-face with all participants in the same room or location at the same time. Where this is not possible, centres may conduct the assessed observation remotely, provided that:

- they have Pearson approval before carrying out the assessment
- all participants must be present during the live recording.

It is recommended that centres start their programmes with the knowledge unit.

Centres should consider any overarching guidance produced by awarding organisations, employers or regulatory bodies relating to the qualification or standards being quality assured by the learner.

Please refer to the section **'Working with you on adaptations'** for further guidance.

## End-point Assessor qualifications

Evidence for knowledge-based criteria can continue as per the current qualification specification. Centres may adapt the way in which these are assessed. For example:

- presentations and interviews can be delivered remotely
- supplementary questioning or professional discussion can be recorded or undertaken remotely.

Evidence for competence-based criteria can be linked to the mitigation arrangements confirmed for each end-point assessment. Remote observations by the Assessor are permissible.

Please refer to the section '**Working with you on adaptations**' for further guidance.

## FAQs

### Can remote observations be used for the Learning and Development qualifications?

The guidance for these qualifications are not covered by the Education and Training Foundation, however, Pearson has agreed the use of remote observation.

For the assessor/quality assurance units within these qualifications, centres should abide by the guidance in the relevant sections above. Centres should also consider any overarching guidance produced by awarding organisations, employers or regulatory bodies relating to the qualification or standards being assessed or quality assured by the learner.

Please refer to the section '**Working with you on adaptations**' for further guidance.

# Education and Training and Assessor Qualifications

## Can remote observations be used for the EQA qualification?

The guidance for these qualifications are not specifically covered by the Education and Training Foundation, however, Pearson has agreed the use of remote observation

Centres should consider any overarching guidance produced by awarding organisations, employers or regulatory bodies relating to the qualification or standards being quality assured by the learner.

Please refer to the section '**Working with you on adaptations**' for further guidance.

## Standards Verification

Standards verification will continue remotely by your allocated Standards Verifier for the qualifications listed in Appendix A to enable certification for learners as appropriate. We will look to prioritise verification activities for learners completing their courses or requiring certification. Please ensure all portfolios are retained for retrospective sampling by your Standards Verifier.

We will be regularly monitoring registrations and certification claims made during this period and will apply further quality assurance measures and checks if there are unexpected shifts in registrations and claims that are unusual for this time of year.

### Recording adaptations and delays to assessment

If your learners are impacted and you need to provide adapted assessments for your learners, you may liaise with your Lead SV or Standards Verifier for advice before certification. Your Senior Standards Verifier will also be available to support you should you need additional support.

For any adapted assessment or delays to assessment, it is important that you notify your Standards Verifier, this is to ensure that Pearson retains sufficient oversight to ensure that we know what adaptations are being implemented and/or can support where there are delays to assessment.

Any adapted assessments or delays to assessment will need to be recorded in your Standards Verifier report. This data may be passed onto the DfE/Ofqual should they require it.

### Equalities and Objectivity

It is important that when making adapted assessment available for learners, centres consider the ability of some groups of learners in accessing adapted assessments. We should look to, as far as possible, to ensure that any adaptations do not advantage or disadvantage any learner and minimise any disadvantage to learners with a protected characteristic. For learners with special educational needs and/or disabilities (SEND), or other vulnerable learners, whilst we have published guidance to support adapted assessment across sectors, we acknowledge that centres will be best placed to accommodate this when making adapted assessments available for their learners.

Ofqual has concluded that Pearson remain subject to a number of equalities obligations, both under the Equality Act and under the General Conditions (Condition [D2](#)) and these will continue to apply in addition to the extended extraordinary regulatory framework. Reasonable adjustments must be made available wherever possible, and we will be obligated to monitor any disadvantages for groups of learners and remove these where they are not justified.

In its published outcomes, Ofqual has recognised the importance of ensuring non-bias during this time and has provided additional guidance to Awarding Organisations and Heads of Centres to support this. If you need support or guidance please do contact our sector specialists, whose details are [here](#).

## Malpractice and Maladministration

Assessments can be adapted so that students are able to progress in their learning and life despite the current disruptions to our normal way of teaching, learning and assessing. It is important that centres ensure standards are maintained when assessments are adapted. As with all our internally assessed assessments, we expect our centres to deliver and assess them appropriately. Centres should also be aware of the heightened potential of learner malpractice where assessments are adapted – through personation for online assessment or collusion between learners for example.

We may need to investigate where there are concerns centres may not have delivered adapted assessments appropriately or not followed the centre assessed grade process guidance. Centres are reminded to report all instances of suspected malpractice to Pearson via [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com) (for learner malpractice) or via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) (teacher malpractice and maladministration).

## Appendix A: Qualifications this guidance applies to<sup>1</sup>

Pearson Edexcel Level 3 Award in Understanding the Principles and Practices of Assessment  
Pearson Edexcel Level 3 Award in Assessing Competence in the Work Environment

Pearson Edexcel Level 3 Certificate in Assessing Vocational Achievement

Pearson Edexcel Level 3 Award in Assessing Vocationally Related Achievement

Pearson Edexcel Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice

Pearson Edexcel Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

Pearson Edexcel Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Pearson Edexcel Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice

Pearson Edexcel Level 4 Award in the External Quality Assurance of Assessment Processes and Practice

Pearson Edexcel Level 3 Certificate in Learning and Development

Pearson Edexcel Level 4 Diploma in Learning and Development

Pearson BTEC Level 3 Award in the Principles of End-point Assessment

Pearson BTEC Level 3 Award for End-point Assessors

Pearson BTEC Level 3 Award in Education and Training

Pearson BTEC Level 4 Certificate in Education and Training

Pearson BTEC Level 5 Diploma in Education and Training

BTEC Level 3 Award in Education and Training (with Competence Units)

BTEC Level 4 Certificate in Education and Training (with Competence Units)

BTEC Level 5 Diploma in Education and Training (with Competence Units)

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<sup>1</sup> For qualifications to be in scope they must appear on the Secretary of State's list. These qualifications will be publicly funded and be from Entry through to Level 6. For qualifications that do not appear on the Secretary of State's list or in this guide, we will determine on a case by case whether we are able to apply the same approaches to ensure that assessments remain fit for purpose and results are valid.