



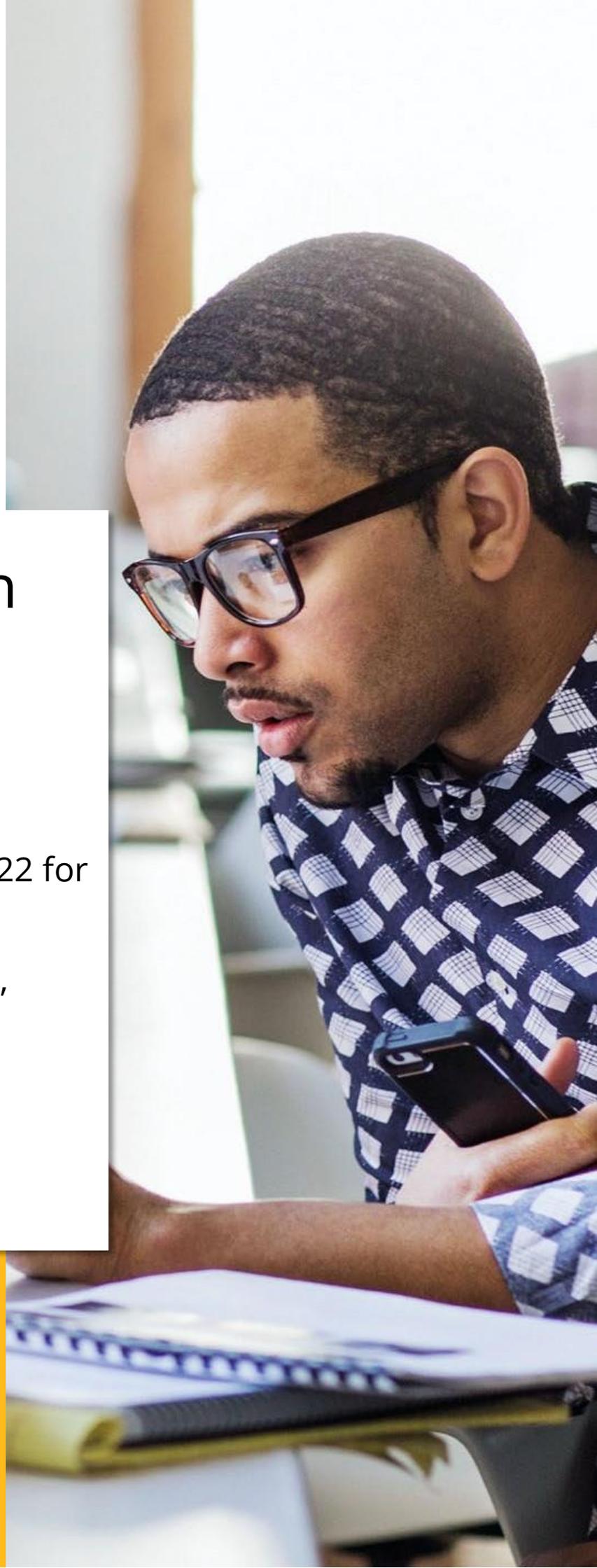
Pearson

Art and Design

Contingencies for 2021-2022 for
BTEC Level 3 / Level 4
Foundation Diploma in Art,
Design & Media Practice

October 2021

Last updated October 2021



This guidance includes the following topics:

- Updated overview as per DFE Contingencies for VTQs Oct 2021
- Revised External Examination process
- Recording adaptations and delays to assessment
- Questions and Answers
- Useful links and contact for further support
- Equalities and Objectivity
- Malpractice and Maladministration

Overview

Contingency Planning for Vocational and Technical Qualifications (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 assessments are no longer safely viable, assessments for qualifications in this guidance should be delayed until it is safe to continue.

BTEC Level 3 / Level 4 Foundation Diploma in Art, Design & Media Practice falls into category B2.

For B2 qualifications there are three options available to centres with completing learners:

1. Continue as normal and access full claims
2. Continue with reduced unit assessment options where available, and access full claims
3. Where option (1) and (2) have been exhausted, but content has been taught and learners are 'assessment ready', centres will have the option to access a Q-TAG for learners as a last resort

We have updated our guide to provide more clarity and support for continuing with External Examination processes, and to support learners certificating for August 2022.

More information on the VCRF can be found [here](#).

RQF Foundation Diploma in Art, Design and Media Practice from 2020

The qualification has been available for first teaching from September 2020 and replaces the 2010 QCF specification. You can access the specification [here](#). A Delivery Guide, administration templates and a wide range of support materials are also freely available on the [specification page of the BTEC website](#).

Reduction to assessment

Reduced assessment remains available for these qualifications and centres should continue to make every effort to assess and submit evidence for the External Examination process.

As detailed within the Reduced Assessment Guide, in line with other BTEC qualifications of a similar size, we have reduced the assessment in this qualification by 150 GLH, allowing you and your learners to focus more on the teaching and learning of the content and development of skills for progression. All content should continue to be delivered, and you may choose how you adapt your programme to reduce the amount of time spent on assessment. This may be, for example, by removing or combining formative assessments, by reducing the time spent on the Final Major Project or a combination of these. Please note that a Final Major Project must be undertaken, but it may be reduced in time and scope.

Should students continue to be impacted by Covid-19 and are unable to complete assessment with reduction to assessment in place, you may submit [Q-TAGs](#) (Qualification-level Teacher Assessed Grades). In this circumstance, please contact your External Examiner and they will help you determine the most appropriate action. It is important that you contact your EE as soon as possible if you think you will need to submit Q-TAGs, as there may be a deadline for submission.

Revised External Examination process

Remote support

For the new RQF Foundation Diploma in Art, Design and Media Practice, Pearson has incorporated an early support meeting to programmes running for the first time. For 2021-22, this support will be in the form of an online meeting.

Support meetings are designed to ensure centres understand the new specification and will look at:

- Assessment plans (formative and summative)
- Assignment briefs
- Delivery methods

The purpose of the support meeting is to:

- Improve communication between Pearson and customers
- Clarify internal assessment processes
- Discuss how teaching & learning can support assessment
- Discuss approaches to delivery of BTEC creative qualifications
- Allow for constructive and informative feedback in a supportive setting

Once the External Examiner has received their contract, they will contact your centre and arrange a mutually convenient date for your support meeting. This should be during the first term if possible.

For centres with one or more years' experience of delivering the RQF Foundation Diploma in Art, Design and Media Practice, your External Examiner will ask for copies of your assessment plans and assignment briefs and complete a 'desktop' review.

Remote sampling

External Examination sampling will take place remotely, once summative assessment has taken place towards the end of the programme.

Prior to sampling, you must send the External Examiner the assessment results for the whole cohort, identifying the assessment criteria achieved and the final grade awarded for each student. It will also be useful to identify the specialist pathway selected by each student. From this information, the External Examiner will select the sample.

You should use an appropriate file sharing platform (Dropbox, Google Drive, One Drive, Yousendit, etc.). To ensure the safety of External Examiners and postal workers, please do not post any physical work or memory sticks.

For shared drives, please ensure the External Examiner has the required permissions to access the evidence. It is **essential** that all files and folders are clearly labelled to ensure the External Examiner can navigate the evidence easily. File formats should be accessible to External Examiners, so please make sure evidence is saved in a readily available format (e.g. .PDF, .JPG, etc. – and not software-specific files, such as .PUB, .AI, .PSD, .FBX, etc.).

In order to maintain a clear digital archive of student work, and to facilitate external examination, it is important that students keep digital records of their work at all stages of the programme. This will help them to select and edit final submissions for summative assessment, and ensure access to the evidence for Assessors, Internal Verifiers and External Examiners.

Sample size

The number of students sampled is linked to the registrations on a programme.

Number of students	Minimum number of students sampled
1 – 8	All
9 – 100	9
More than 100	Additional 9 per 100

As there are no discrete units on the Foundation Diploma in Art, Design and Media Practice, the sample should reflect a full summative portfolio submitted by each student sampled, which covers all six assessment criteria.

This should be accompanied by copies of formative feedback, summative assessment decisions, standardisation and internal verification documents relating to the student sample.

Evidence for the Detailed Comments section of the External Examination report

Your External Examiner will arrange a mutually convenient date for an online meeting to discuss programme management and to confirm arrangements for sampling.

The Detailed Comments section of the External Examination report covers the following topics:

- Actions from previous report
- Management of academic standards
- Effectiveness of assessment instruments
- Maintenance and audit of records
- Registration and certification claims
- Student support and review
- Areas of good practice

Usually, this section would be completed following a discussion with the programme team and review of documentation at the visit. As this is not possible, the External Examiner will need to see some basic evidence relating to programme management, prior to the online meeting. This could include:

- Registration data
- Assessment plan
- Minutes of team meetings
- Student handbook
- Assignment briefs
- Formative feedback records
- Summative assessment records
- Internal verification / standardisation records
- Records of final exhibition (if applicable)
- Minutes of assessment boards (if applicable)

It will also be useful to let the External Examiner know of any changes to programme management since the last report. The External Examiner will have access to the previous report and will be able to update the relevant sections, noting any changes.

As it will not be possible to meet students, the Student Support section of the report will focus on discussion with programme staff and evidence from your centre's published support materials.

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 External Examiner for advice before certification. Your Senior External Examiner will also be available to advise, should you need additional support.

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

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

Questions and Answers

The following questions attempt to anticipate potential issues that may be experienced due to further restrictions placed on centres or local areas.

My students haven't been able to complete their Final Major Projects. How can we make assessment decisions?

In the RQF Foundation Diploma in Art, Design and Media Practice, summative assessment evidence can come from any work produced by students throughout the programme. Therefore, provided that formative assignments or projects have given students the opportunity to meet the six assessment criteria, there should be sufficient evidence to be able to make valid assessment decisions.

Some of my students have had access to resources and support to complete assignments, but others haven't. How do I make sure assessment is fair?

We recognise that just as students from different centres may be affected differently, so may students from the same cohort. Individual health, physical and mental wellbeing, financial, social and family contexts will also have affected a student's ability to complete their programme.

A lack of access to specialist resources and support should be taken into consideration when assessing student work. In some cases, students may have only been able to produce designs or plans for final outcomes. However, it is anticipated that by the end of the programme, all students will have been able to complete final outcomes for a range of projects.

Useful links and contact for further support

Useful links

- [Ofqual](#)
- [Higher education support for centres teaching and learning online](#) - statement and links to Pearson guidance and resources to help during the pandemic. This is also relevant for the Foundation Diploma.

Further support

If you have any questions, please contact the [Pearson Customer Portal](#).

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 continues to provide additional guidance to Awarding Organisations and Heads of Centres to support this. If you need support or guidance please contact our sector specialists [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 of our internally assessed assessments, we expect our centres to deliver and assess them appropriately. Centres should also be aware of the heightened potential of student malpractice where assessments are adapted – through personation for online assessment or collusion between students 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 (for learner malpractice) or via pqsmalpractice@pearson.com (teacher malpractice and maladministration).