

Assessment guidance for centres during Coronavirus (COVID-19)



Illustration by Lucy Vigass

Childcare Sectors

Arrangements for assessment:

Guidance for BTEC Level 1, BTEC Level 2 Firsts, BTEC Level 3 Nationals and BTEC Level 2 Technical Diploma in Children's Play, Learning and Development



Overview

In response to the recent Covid-19 (Coronavirus) outbreak Pearson has been working closely with Ofqual, other Awarding Organisations and key stakeholders to confirm and standardise our approach in the delivery and assessment in our range of Childcare qualifications, to determine alternative assessment methods that both balance our responsibility of safeguarding and ensure that learners are not disadvantaged during this time.

We have prepared this guidance to support teachers and assessors. We have detailed our approach relating to the different qualification suites, assessments and sampling activities in relation to the Childcare sector.



Non-Licence to Practise

Qualification Suite

- **Pearson BTEC Entry Level** Award in Caring for Children (Entry 3) 500/6589/0
- **Pearson BTEC Level 1** Award in Caring for Children 500/6137/9
- **Pearson BTEC Level 1** Certificate in Caring for Children 500/6139/2
- **Pearson BTEC Level 1** Diploma in Caring for Children 500/6672/9
- **Pearson BTEC Level 1/Level 2 Tech Award** in Child Development 603/1914/8
- **Pearson BTEC Level 1/Level 2 First** Award in Children's Play, Learning and Development 600/6814/0
- **Pearson BTEC Level 1/Level 2 First** Certificate in Children's Play, Learning and Development 600/7865/0
- **Pearson BTEC First Level 2** Certificate in Children's Care, Learning and Development 100/6243/9 (NI only)
- **Pearson BTEC Level 2 Technical** Diploma in Children's Play, Learning and Development (Early Years Assistant) 603/0509/5
- **Pearson BTEC National Level 3** Award in Children's Care, Learning and Development 500/1814/0 (NI only)
- **Pearson BTEC Level 3 National** Foundation Diploma in Children's Play, Learning and Development 601/7570/9
- **Pearson BTEC Level 3 National** Extended Certificate in Children's Play, Learning and Development 601/7569/2
- **Pearson BTEC Level 3 National** Diploma in Children's Play, Learning and Development 603/3573/7*
- **Pearson BTEC Level 3 National** Extended Diploma in Children's Play, Learning and Development 603/3572/5*
- **Pearson BTEC Level 3 National** Subsidiary Award in Children's Play, Learning and Development (VRQ) 601/2460/X



- **Pearson BTEC Level 3 National** Award in Children's Play, Learning and Development (VRQ) 601/2459/3
- **Pearson BTEC Level 3 National** Subsidiary Certificate in Children's Play, Learning and Development (VRQ) 601/2526/3

**fall back options if the Licence to Practise qualification has not been achieved*



Non licence to practise qualifications

As these qualifications have a core purpose of progression to Further and Higher Education, the approach taken is aligned to other BTEC qualifications where a **calculated approach** is used.

Centres have already been asked to provide unit grades for internally assessed completed units. In addition to this, we are asking for Centre Assessment Grades, based on the most likely grade that learners would have achieved, for incomplete internally assessed units that were due to be completed between 20 March and 31 July as well as an overall qualification rank order of learners.

We issued [detailed guidance](#) for centres to follow, which can be found on our website. Please ensure you follow this approach for these qualifications

Please note: for the NQF qualifications available in Northern Ireland only, there is no external assessment requirements within the qualification structure.



Licence to Practise (EYE, EYP)

Qualification Suite

- **Pearson BTEC First** Level 2 Diploma in Children's Care, Learning and Development 100/6244/0
- **Pearson BTEC Level 2 Technical** Diploma in Children's Play, Learning and Development (Early Years Assistant) 603/0509/5*
- **Pearson BTEC Level 2 Technical** Diploma in Children's Play, Learning and Development (Early Years Practitioner) 603/0509/5
- **Pearson BTEC Level 3 National** Certificate in Children's Care, Learning and Development 500/1813/9 (Northern Ireland only)
- **Pearson BTEC Level 3 National** Diploma in Children's Care, Learning and Development 500/1812/7 (Northern Ireland only)
- **Pearson BTEC Level 3 National** Diploma in Children's Play, Learning and Development (Early Years Educator) 601/7571/0
- **Pearson BTEC National** Extended Diploma in Children's Play, Learning and Development (Early Years Educator) 601/7572/2
- **Pearson BTEC Level 3 National** Certificate in Children's Play, Learning and Development (Early Years Educator) (VRQ) 601/2525/1
- **Pearson BTEC Level 3 National** Diploma in Children's Play, Learning and Development (Early Years Educator) (VRQ) 601/2527/5

**for learners registered prior to the 1 September 2019 this qualification meets the full and relevant DfE criteria*



Licence to Practise qualifications *Early Years Educator (EYE) and Early Years Practitioner (EYP)*

These qualifications allow learners to obtain either the Early Years Educator (EYE) or the Early Years Practitioner (EYP) status and licence the learners to work with children in early years settings.

As the qualifications have a core purpose of progression into employment the key approach we are taking with these qualifications is to complete **all mandatory internal units, adapting wherever possible**. This is because it is imperative to ensure that learners meet the requirements to safely work with children. For some learners adaptation may not be possible, and assessment should be delayed.

We are not asking for centres to provide Centre Assessment Grades for any externally assessed units for these qualifications, instead we will look to calculate external assessment results (where learners have entries or test bookings) based on available data and the rank order provided. Pearson will then conduct quality assurance checks and statistical standardisation of the grades submitted.

Overview of actions to be taken by the centre

Step 1

Submit **actual grades** for completed internally assessed mandatory units and **Centre Assessment Grades** for incomplete internally assessed optional units (due to be assessed between 20 March and 31 July) **by 5 June 2020**.

To complete this step, please follow the guidance set out in our [BTEC Centre Assessment Grade Guidance](#).

Further detail on the evidence you need to use when preparing Centre Assessment Grades is provided below.



Step 2

Provide **qualification-level rank order** of all learners **by 19 June 2020**.

To complete this step, please follow the guidance set out in our [BTEC Centre Assessment Grade Guidance](#) and supplementary guidance provided in our [Centre Assessment Grade and Rank Ordering Guidance](#).

Please note: we will **calculate** results for externally assessed units, where the minimum evidence threshold has been met, based on available data and the rank order you provided.

Step 3

Quality assurance check by a sector expert will take place. You will be contacted by a Pearson representative during the week commencing **8 June 2020**.

The check is designed to

- verify any Centre Assessment Grades which have been put forward
- review available evidence to support the grades
- review other evidence that specifically contributes to the licence requirements.

Key to note:

1. You should not provide a Centre Assessment Grade where there is no evidence upon which to base one.
2. Centres must use their professional judgement to assure us learners are competent to progress into employment. **This means you must only put forward a Centre Assessment Grade for a learner where you have sufficient confidence in the award of a licence.**
3. We might not be able to release certificates until we are confident that sufficient evidence exists in order to do so.

Further information on non-completing learners (Year 1 of a two-year programme)

For non-completing learners, a calculated grade will be issued for the external assessment, provided a 'minimum evidence threshold' has been met and an entry has already been made. This means a learner must have been due to complete at least 25% of the internal assessment for the mandatory units. Please see [BTEC Centre Assessment Grade Guidance](#) for further information.



For the internally assessed mandatory units, we propose you advise your learners to **continue** to work with their assessors to plan activities, which they can complete (either online or written). Learners who currently have no evidence of observed practice carried out by their assessors will be certificated **ONLY** once this evidence can be generated *and* confirmed that all EYE or EYP criteria have been met in 2020-2021.

Work Placement Hours

With support from the Department for Education, we have revised the work placement requirements, so there is no minimum number of hours to complete.

However, learners will need to provide a reasonable level of evidence that they have met the EYE or the EYP criteria, through the completion of the internally assessed mandatory units

Further guidance on preparing Centre Assessment Grades (Step 1)

Requirements for eligibility have not been adjusted, and therefore learners must achieve the EYE or EYP specific criteria to ensure a qualification award.

In order for learners to achieve the EYE or EYP licence, the centre must ensure documentation **is considered and available** to support the Centre Assessment Grade decisions made by your teachers/assessors, in relation to the specific qualification.

Where you do not have enough evidence, you should be looking to adapt and continue to assess those learners UNTIL such time you are able to evidence their achievements.

This means you must only put forward a Centre Assessment Grade for a learner where you have **sufficient confidence in the award of a licence.**

It is crucial that accurate records are kept of this process and you ensure evidence is readily available **from 8 June 2020 (see below section titled 'Quality Assurance Checks')**.



Evidence to be considered when preparing Centre Assessment Grades:

BTEC Level 3 Nationals (2016 and 2014)

The following documents within the **Practice Evidence Portfolio (PEP)** need to be **completed and signed by the assessor/teacher** and setting supervisor to confer at least satisfactory performance on placement;

- Form CPLD 1 Learner assessment of skills and competencies
- Form CPLD 2 Learner self-assessment: meeting the unit assessment criteria
- Form CPLD 3 Setting Supervisor interim/final report
- Form CPLD 4 School/College Assessor/Placement Officer visit report
- Form CPLD 5 Recording of vocational hours
- Form CPLD 6 Final sign off sheet

From the above, **at least one Setting Supervisor report** (PEP - Form CPLD 3) and **one School/College Assessor/Placement Officer observation** (PEP - Form CPLD 4) must have been completed to support clear judgements of competency across the mandatory units. ***Both reports must demonstrate a minimum level of satisfactory performance.***

Alternative evidence:

Where a **small number of assessment criteria** have not been observed as expected then alternative methods of assessment such as those listed below can be used to finalise the evidence;

- Professional discussions
- Questions and answers
- Expert Witness* testimonies
- Simulation by video
- Reflective accounts
- e-learning platform for assignment submission

**Expert Witness:* An occupationally competent School/College Assessor/Placement Officer or supervisor within the Early Years setting the learner attended, could act as an Expert Witness to sign off any observations and testimonies.

Please note: The Expert Witness testimonies may describe an event which is retrospective, as long as the event took place during the learner's registration period.

All performance evidence must cover:



- A minimum of 3 observations of a child (aged birth - 1 year 11 months) and 3 observations (aged 2 - 4 years 11 months) are required for completion of the PEP skills 82 and 93
- A minimum of 3 child routine of a child (aged birth - 1 year 11 months) and 3 routines (aged 2 - 4 years 11 months) are required for completion of the PEP skills 83 and 94

BTEC Level 2 Technical Diploma (Early Years Assistant/Early Years Practitioner)

The following documents within the **Placement Experience Assessment Portfolio of Evidence** must be completed and signed to confer at least a satisfactory performance on placement:

- Form TD-CPLD 1 Record of meeting the unit assessment criteria
- Form TD-CPLD 2 Setting supervisor interim/final report
- Form TD-CPLD 3 School/College Assessor/Placement Officer visit
- Form TD-CPLD 4 Final sign off sheet

Both an interim and final Form TD-CPLD 2 (Settings Supervisor Report) and **a Form TD-CPLD 3** (School/College/Placement officer) **must** be completed.

The **Form TD-CPLD 5 Finals sign off sheet** must be completed by the school/college assessor.

BTEC Level 2 Diploma in Children's Care, Learning and Development (NQF)

Placement report (completed by both the school/college and placement) are required to support learner's completion of Unit 5 must demonstrate satisfactory performance in their work placement.

It is expected that learners will have evidence of placement experience across the age range of 0-8 years old.



BTEC Level 3 Certificate and Diploma in Children's Care, Learning and Development (Northern Ireland only)

Placement report (completed by both the school/college and placement) are required to support learner's completion of Unit 4 must demonstrate satisfactory performance in their work placement.

It is expected that learners will have evidence of placement experience across the age range of 0-8 years old.

Quality Assurance Checks (step 3)

Quality Assurance checks for internally assessed mandatory units for **all** Licence to Practise qualifications **to be certificated in July 2020 will take place remotely** by a sector expert **starting from 8 June 2020**.

In order to allow completion for all learners looking to gain a licence and/or progress into employment, evidence will be reviewed to confirm minimum thresholds.

A Pearson representative will have a professional discussion with you in relation to the **Practice Evidence Portfolio (PEP)** and the evidence you have used to propose the Centre Assessment Grades.

This will be specifically for those learners who are completing on a licence to practice qualifications

Please note: we might not be able to issue certificates to learners where enough satisfactory evidence has not been presented for us to do so.



Equalities and Objectivity

It is important that when forming any judgment on a Centre Assessment Grade for a learner a centre should consider any reasonable adjustment to mitigate any adverse impact of the Centre Assessment Grade process. We are committed to ensuring that all learners are treated fairly through these mitigating measures, and we acknowledge that centres will be best placed to accommodate this within their Centre Assessment Grade judgements.

As Ofqual has advised, "centres should use their professional experience to make a fair and objective judgement of the grade they believe a learner would have achieved had teaching and learning continued as normal and they were able to complete their assessments. For learners with special educational needs and/or disabilities (SEND), or other vulnerable learners, we propose centres should make their judgement assuming learners had continued to receive any usual additional learning support and had any agreed reasonable adjustments in place."

Centres will be aware of any reasonable adjustments in place for learners and Centre Assessment Grades should be made on the basis that reasonable adjustments would have been in place should assessment have taken place. Protected characteristics should also be considered as part of this. Similarly, centres should also take into account any special consideration which may have impacted upon a learner's achievement in previous work/assessments if this is used as a basis for a Centre Assessment Grade.

In its published outcomes, Ofqual has recognised the importance of ensuring non-bias in Centre Assessment Grades during this time and has provided [additional guidance](#) to Awarding Organisations and Heads of Centres to support this.

Confidentiality

Centres must not disclose Centre Assessment Grades or their qualification rank order of learners to anyone other than Pearson before results have been issued. This not only ensures that Centre Assessment Grades are valid, but also prevents learners from being given an outcome until the necessary statistical standardisation and quality checks have been carried out by Pearson.



Malpractice & 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.

Pearson 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 (assessor malpractice and maladministration).



How to get in touch with us

We are running a Q&A session on 2 June 2020 to support centres. To register your interest, please click [here](#).

For any general queries please contact us via [our portal](#)

If you require support with Centre Assessment Grades, qualification-level rank order or specific support relating to childcare qualifications, you can contact our Subject Advisor and Teaching Support Services using the [contact us portal](#).

Frequently asked questions

What if my learner has not completed the necessary observation records in time to gain the EYE or EYP status?

The learner will be certificated and will not be granted the EYE or EYP status until all mandatory records are completed.

Will I need to adjust my assessment plan before given to the SV?

The assessment record should reflect the new dates the assessment will take place and submitted to the SV during the week beginning 8th June 2020. It is expected that all Internal Quality Assurance procedures are followed (internal verification of assignment briefs/assessment decisions, resubmissions completed within 15 working days)

What is going to happen if I don't meet the sampling deadline?

Your LIV should work closely with the SV to ensure that the sample is completed on time. It is in the learners' best interest for sampling to be completed accurately by the given deadline. Any difficulties should be discussed with the SV as soon as possible.

If we are completing optional units for the Licence to Practise qualifications, can we assess them (predict) or do they have to be fully evidenced?

No, optional units do not need to be completed and can submit a centre assessment grade via EOL.



If the centre is not going to open, how would the centre send the sample for the SV?

All sampling will be completed remotely/online and arrangements can be made with your SV.

Can we arrange a virtual meeting via Zoom/Teams with our allocated SV?

Yes that is an option. Please arrange a convenient date/time with your SV to discuss sample requirements.

Will those learners completing a Licence to Practise need to complete the First Aid qualification (Skill 22)?

Not for those learners completing July 2020. There is an expectation that learners will undertake the first aid qualification within the first 3 months of starting their role as an EYE in a setting. Learner's will be encouraged to discuss this with their future employers.

Will a Year 1 unit be sampled in 2020-2021 by the SV if my learners are registered on a two-year programme?

Sampling takes place per cohort therefore a Year 1 unit can be sampled in 2020-2021 if the SV sees appropriate. The SV will need to verify any units that link to EYE/EYP criteria.