

# Covid-19 2020-21 Adaptations

## Automotive and Transport

Update – November 2020

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# What we will cover

- Quick background
- Terminology – mitigations vs adaptations
- Update on adaptations for qualifications in the sector
- Support
- Questions



# Further National Lockdown

**We learnt at the weekend that due to increasing rates of Covid-19 infection, England will move into a further national lockdown for one month from this Thursday, 5 November until Wednesday, 2 December.**

**This is alongside restrictions also in place in Wales, Northern Ireland and Scotland.**

**We recognise this will cause considerable anxiety to you, your staff and your learners and may well disrupt arrangements you have put in place for teaching, learning and assessment during this period.**

## Reassurance

We understand the current government plans are to continue to keep schools, colleges and universities open where possible, and we are keen to reassure you that we remain fully operational and able to support you through this phase of the pandemic and beyond.



# Quick background

## Summer 2020

- Impact of Covid-19 and national lockdown
- Ofqual – temporary framework to manage situation – Extraordinary Regulatory Framework

### Mitigation options:

- No mitigation
- Adapt
- Delay
- Centre Assessment Grades (20 March-31 July)

## 2020 – 2021

- Further local, regional, national disruptions inevitable
- Ofqual – consult and confirm **Extended** Extraordinary Regulatory Framework
- Broad agreement across other regulators

More information is available in the Ofqual advice notice [here](#).

One key mitigation where possible:

- Adaptation

AOs and sector bodies working together up front to agree shared principles for adaptations (based on aims and principles in the EERF)

**No scope for Centre Assessment Grades**

# Adaptations and when they should be applied

- To mitigate the impact of disruptions to teaching, learning and assessment we have agreed and published **adaptations** to assessments and qualifications which aim to:
  - free up time for teaching and learning
  - make the delivery of assessments more manageable and flexible
  - help to build resilience and so safeguard against any future disruption
- Where possible assessments should be carried out as usual in line with the guidance provided in our qualification handbooks.
- Adaptations should **only** apply if a learner(s) is not able to be assessed in the way the assessment design intended.
- The adaptations are in relation to the conditions and controls for assessments, the delivery of the assessments, or in some instances the assessment methodology.
- Sector guides specify the adaptations that are permitted and the qualifications and assessments to which they apply.
- Centres are **not permitted** to make any further adaptation to the assessments beyond what is set out in this document.

# Adaptations and when they should be applied





You must inform City & Guilds if you intend to apply any adaptations

Important guidance

- Updated 26 October – Qualification Adaptation Guidance
- Special Consideration Guidance
- Centre intention form – to apply adaptation

Please complete the 2020/21 Centre Adaptation Intention form if you are intending to apply adaptation to assessments.

 Complete the form 

Contact [adaptation.quality@cityandguilds.com](mailto:adaptation.quality@cityandguilds.com) with any queries.



# Adaptations and when they should be applied

## Scope of learners

- The adaptations within sector guides are **ONLY** available to learners who meet the following criteria:
  - Are undertaking their assessment in the UK or the Republic of Ireland
  - Are scheduled to complete their qualification or assessments during the 2020/21 academic year

**NOTE: Adaptions do not apply to international or End-point Assessment products.**

# What information and guidance is available and where is it?



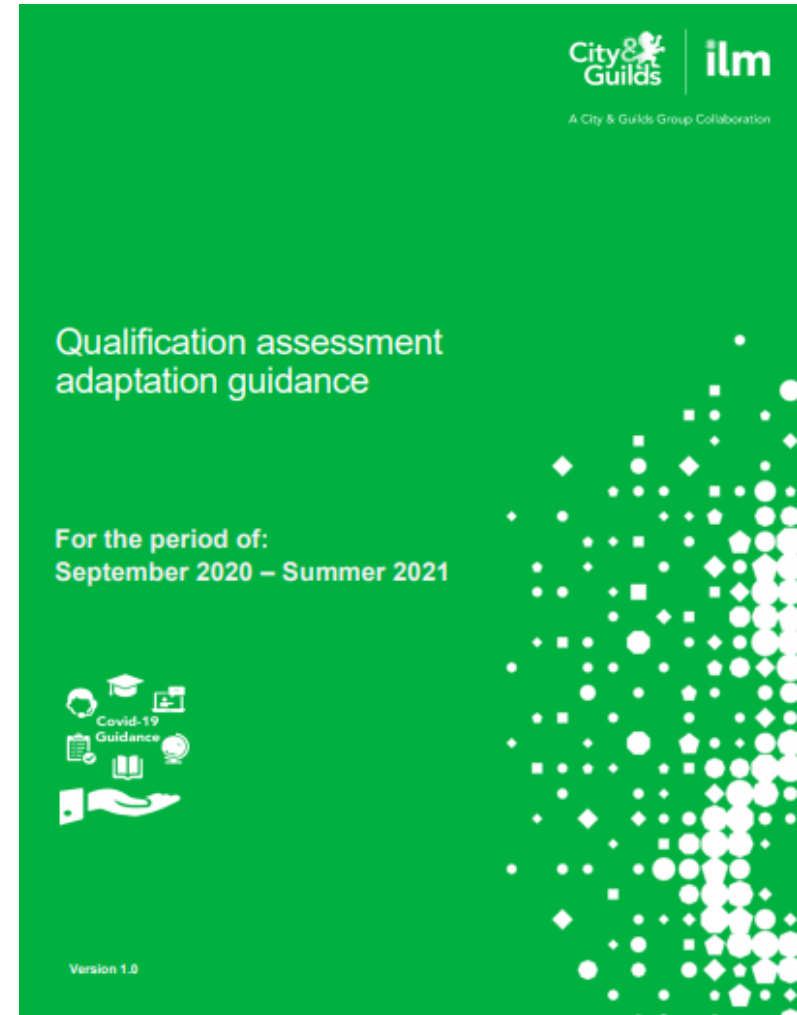
## New web page 2020-21 Adaptations

- Ofqual news section
- Guidance for those in England, Wales, Northern Ireland, Scotland and Republic of Ireland
- Latest news
- Important guidance – Qualification Assessment Adaptation Guidance, Special Considerations Centre intention form,
- Information on testing at home/at employer premises
- Sector and qualification specific guidance – Functional Skills and Technicals highlighted
- Speak to us



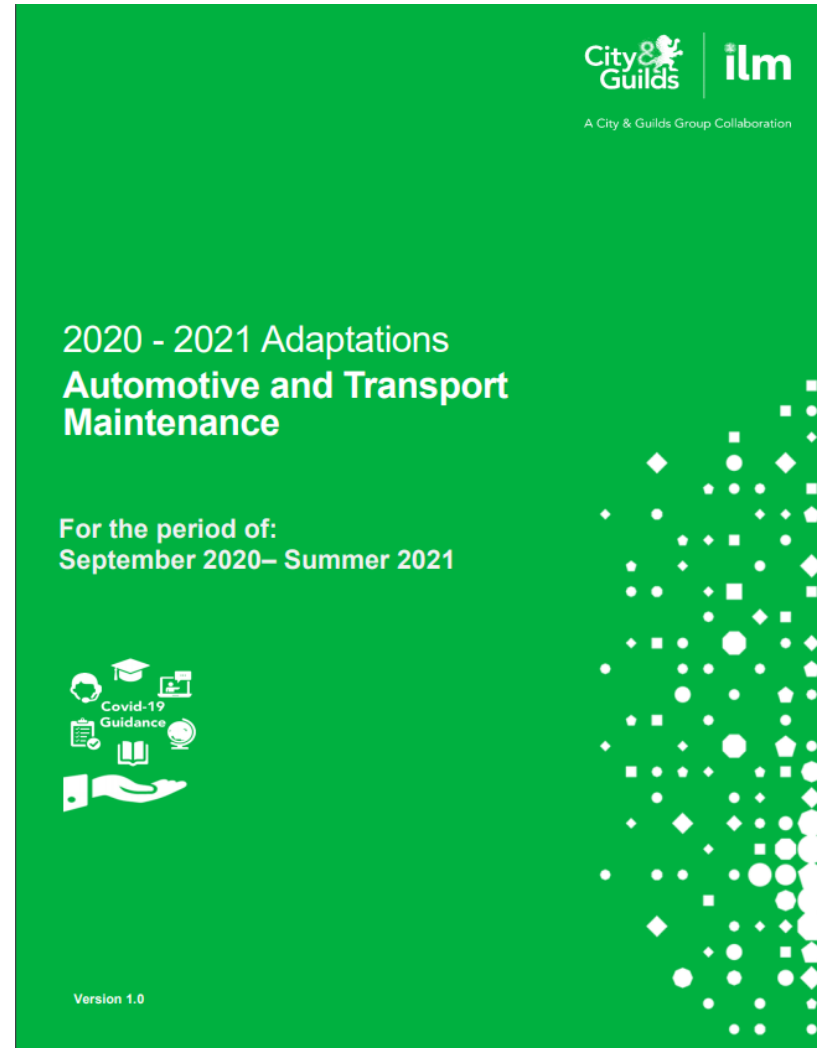
# Qualification assessment adaptation guidance

- Explanation of adaptation
- Learner eligibility
- Example of possible adaptations, eg portfolio-based, centre-marked, dated exams, externally set and marked on demand, paper-based exams
- Work experience
- **Remote assessment and remote invigilation** – controls and general requirements for remote assessment and observations
- Advice
- **Special consideration**
- **Quality assurance**
- Further advice and guidance



# Sector Guides

- Summary of what adaptations are, scope of learners and when they should be applied.
- The sector guides specify the adaptations that are permitted and the qualifications and assessments to which they apply.
- Centres are **not permitted** to make any further adaptation to the assessments beyond what is set out in the sector guides.
- [adaptation.quality@cityandguilds.com](mailto:adaptation.quality@cityandguilds.com) for specific adaptation enquiries.





# Remote assessment and remote invigilation

Important to understand some key differences:

- **Remote assessment** - live practical assessments where the learners are observed and assessed at the same time and not afterwards; OR live knowledge assessments where learners are supervised such as centre marked questions and knowledge tasks within an assignment (could be whole or in part)
- **Remote invigilation** - live or post hoc supervision of a learner completing assessment tasks under specified controlled conditions where the invigilator is not the assessor, which are assessed afterwards. (Exam hall recreated online, in the workplace or home for example)

Where assessments are undertaken remotely, all assessment requirements (as specified in the relevant qualification and assessment material) must be met, to maintain their validity, reliability, and security. This includes the specified level of control and all assessor and IQA requirements.

See guidance for more information about controls.

# Special consideration

- We have revised our Special Consideration policy to address specifically the potential impacts of Covid-19 on learners.
- This will take into consideration both individual and cohort-level mitigations to those whose performance is impacted, or who are unable to complete the assessments at all. Alongside revisions of our existing special consideration processes, we will make provisions for instances where learners are unable to complete assessments due to Covid-19.
- Special consideration provision will use an agreed minimum requirement of available learners' evidence, other completed assessments, and tutor observations to establish an appropriate result. Where this minimum requirement is not met, Special Consideration will not be applied, and learners will need to re-sit assessments.
- Further information will be available in the published guidance available on the website soon.

# Quality Assurance

- All internal and External Quality Assurance (EQA) processes still apply to the adapted assessments unless specified in the sector guides.
- Centres need to read the **Qualification assessment adaptation guidance** and **sector guides**, as not all qualification assessments can be adapted.
- Follow guidance on what to do when considering adaptations to assessments
- **Centres must inform us of intention to apply an adaptation – online form**

Find out important information and guidance on adaptations below.

## Important guidance

Updated 26 October – Qualification Adaptation Guidance



Special Consideration Guidance



Centre intention form – to apply adaptation



# Quality Assurance

## IQA, EQA and Direct claims status (DCS)

### IQA

All our standard quality assurance processes continue to apply to adapted assessments and must be followed by centres.

### EQA

EQA activity for adapted assessments will usually be carried out remotely.

In rare instances, a centre visit may be required, but only in line with published safety guidelines and where it has been agreed with the centre.

### EQAs

EQAs will maintain their usual sampling practice.

Details of where adapted assessments have been used and for which learners **must** be shared with the EQA as part of the preparation for the EQA activity.

### Direct Claims Status

Centres who do not have Direct Claims Status (DCS) or are awaiting their first monitoring activity since gaining approval, cannot claim any results until either:

- the learner work has been reviewed and signed off for certification by the EQA; or
- DCS has been awarded following an EQA activity (where this is available).

# Automotive and Transport Sector specific qualification adaptation guidance

# Automotive and Transport

- **Where are adaptations available in Automotive Transport ?**

Marine, Rail and Automotive in VRQ and NVQ –  
(Check guide for specific qualifications)

Types of adaptations:

## **For e-volve tests:**

Remote invigilation is available

## **Centre marked assignment for knowledge and understanding**

Knowledge based assignments can be delivered remotely

## **Portfolio of evidence – observation**

Remote assessment such as video link (live assessments where the learners are observed and assessed at the same time and not afterwards) is permitted for practical skill observations. (Check requirements detailed in guide)

Remember, you must check the guide as not all qualifications have permitted adaptations, for example licence to practice qualifications, MOT or those deemed high risk.



# Automotive and Transport

## General Message:

### Where possible – Business as usual.

Please remember for direct observation requirements, the best practice where possible is business as usual, that is the assessor being there in person. ***This is the most trusted evidence*** (I've been there, I've seen it, I've checked it)

Also, technology may fail – for example the video feed might be broken up or poor which won't allow the assessor to see properly, or fail altogether.

In some circumstances, **live video assessment** might not be possible, or might not provide the assessor with enough evidence to make an assessment decision. In this case, further evidence may be required to support the assessment decision.



Examples of this might be complex diagnostic tasks, tasks that involve working deep inside an engine bay, or tasks that include skills such as measurement, metal work and paintwork, where an assessor needs to check the work for quality and tolerances.



# Existing flexibility within qualifications

Centres are also reminded that existing flexibility is already built into the assessment conditions of some qualifications.

While these do not count as assessment adaptations, they can be utilised to mitigate against logistical issues caused by the current situation.

If unsure, check assessment packs and contact your EQA

## Examples of existing flexibility:

**Recorded video/audio evidence** - can be used as evidence towards portfolio units – however normally further documentation would be produced to go with this evidence, to allow the assessor to make a judgement – job cards, records of Q&A or witness testimonies for example.

## **Simulated Assessment**

Some units allow for simulated assessment, subject to the agreement with the City & Guilds EQA. (Simulated assessment may take place when all other avenues have been exhausted.)

# Supporting you

## Inboxes

[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com) – general enquiries

[adaptation.quality@cityandguilds.com](mailto:adaptation.quality@cityandguilds.com) – enquiries relating to adaptations

## Tools and Support

[Walled Garden](#)

[SmartScreen](#)

[Learning Assistant](#)

[e-volve](#)

[Events](#)

[Email Updates](#)

# Questions answers

Thank  
you

