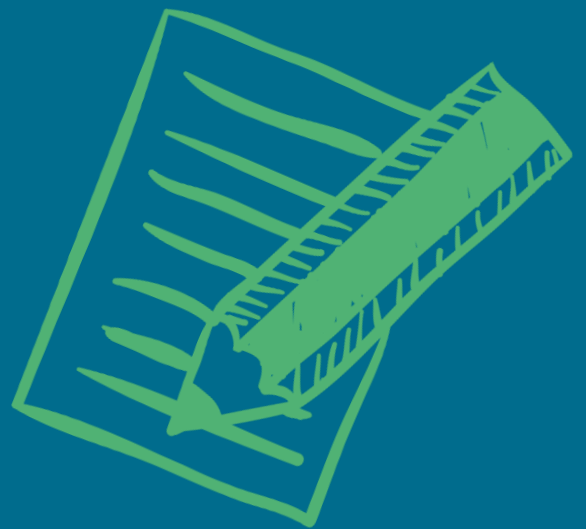


Ascentis Vocational Qualifications Planning Alternative Arrangements - Vocational Contingency Regulatory Framework (VCRF)

Ofqual, Council for the Curriculum, Examinations and Assessment (CCEA) and Qualification Wales (QW) regulated provision



QUALITY ASSURANCE

ASCENTIS AWARDING ORGANISATION Version 1 | March 2021

www.ascentis.co.uk



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Introduction

This document will provide guidance to Centres regarding the application of Planning Alternative Arrangements within the Vocational Contingency Regulatory Framework (VCRF). In January 2021, the regulators launched a consultation on '[Alternative arrangements for the award of VTQs and other general qualifications in 2021](#)' and the outcome has been published. Ofqual have confirmed that they have introduced a new regulatory framework 'VTQ Contingency Regulatory Framework (VCRF).'

For certain qualifications, the VCRF will permit Awarding Organisations to issue results based on teachers' judgements of learners' performance (to be referred to as Teacher Assessed Grades) when assessments do not take place and/or when learners cannot complete all internal assessment because of the disruption caused by the pandemic. These provisions will only apply to specific qualifications identified by the Department for Education in the direction issued to Ofqual. Further details on the qualification types and the outcome of the consultation are available in the above link.

Ofqual have also published an [Infographic on how vocational and technical qualifications will be awarded in 2020-2021](#).



The regulators have confirmed that qualification assessments, including those on-demand, modular assessments for qualifications such as Ascentis ESOL, English and maths should continue where possible, with or without permitted adaptations, subject to public health guidance and awarding organisation requirements.

The current arrangements for 2020-21: The Extended Extraordinary Regulatory Framework (EERF)

This is the current regulatory framework which builds on the previous Extraordinary Regulatory Framework (ERF) that we implemented over the summer of 2020.

The purpose of the EERF is to enable awarding organisations to assist with mitigating the impact of disruption to teaching, learning and assessment, and any ongoing disruption to or restrictions on the delivery of assessments, through the adaptation of qualifications and assessments.

Ascentis identified some qualifications where adaptations will be permitted in 2020-21 under the EERF. This will apply to the following Ascentis qualifications only:

- ESOL Skills for Life (updated February 2021)
- English & Mathematics Skills (updated March 2021)
- Education & Training Ascentis Level 5 Diploma in Education and Training (601/0463/6). Ascentis Level 4 Certificate in Education and Training (601/0307/3). Ascentis Level 3 Award in Education and Training (601/0306/1). Ascentis Level 3 Award in Assessing Vocationally Related Achievement (501/1730/0) Ascentis Level 3 Certificate in Assessing Vocational Achievement (501/1731/2) Ascentis Level 3 Award in Assessing Competence in the Work Environment (501/1750/6). Ascentis Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (501/1734/8) Ascentis Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (501/1733/6)
- Community Interpreting (Ascentis Level 3 Certificate in Community Interpreting 600/2872/5)
- Short Online Qualifications (SOQs) (This also includes Principles of Health and Safety (Unit K/504/1368) and Level 3 Award and Certificate in Managing Property and Residential Lettings (603/5156/1 and 603/5157/3)
- Construction (only Principles of Health and Safety Unit K/504/1368)

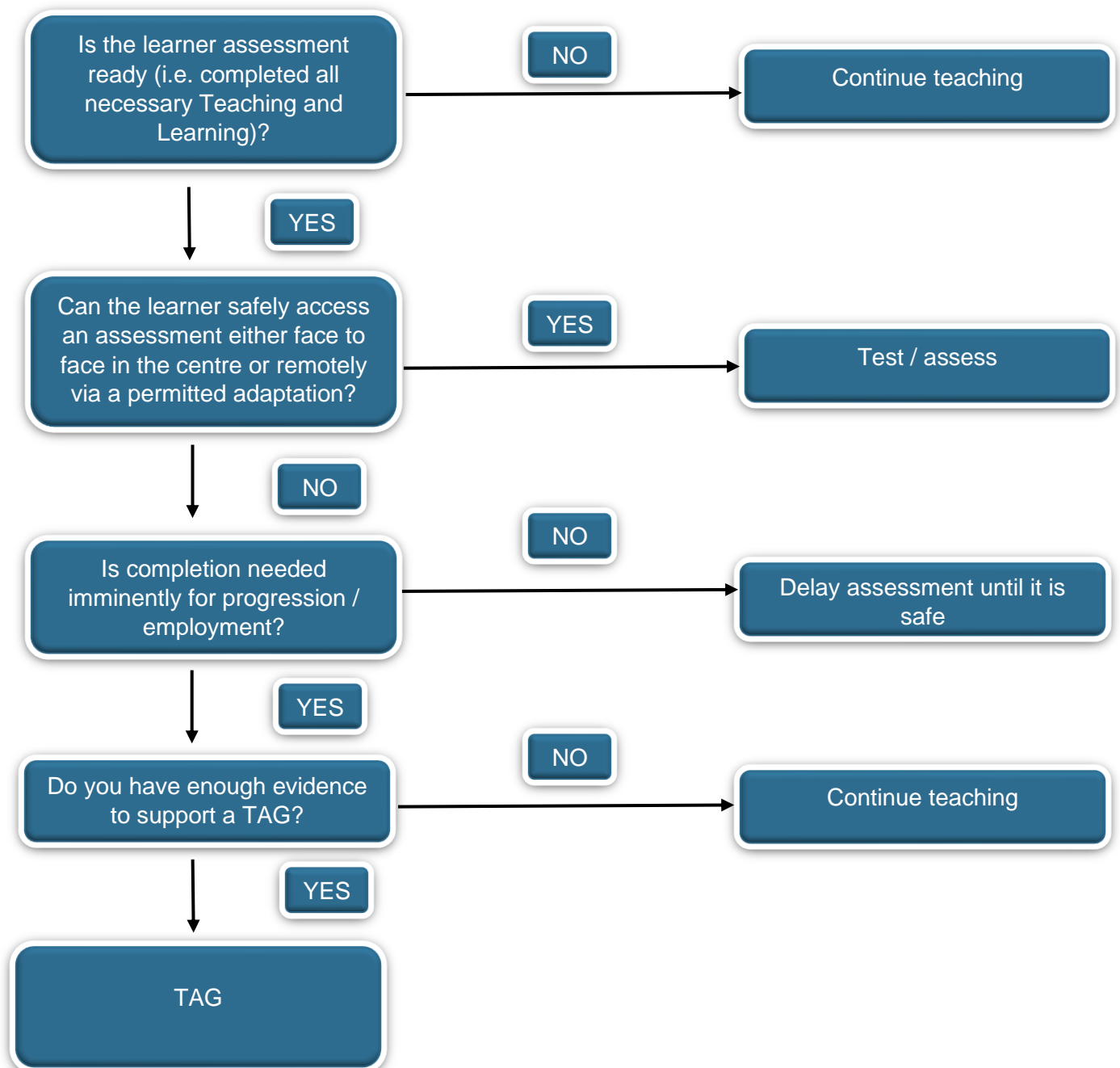
Further information on the permitted adaptations for 2020-2021 are available on the [Ascentis arrangements for Vocational Qualifications in 2020-21](#) webpage.

These adaptations are in place for learners who are ready to take assessments or are due to complete their qualification by 31st July 2021.

Where an adaptation is not clearly specified for a qualification, these must be delivered, assessed, and internally verified in line with the normal requirements of the qualification specification and no adaptation should be made that compromises these standards.

ALL EFFORTS TO DELIVER AND ASSESS QUALIFICATIONS IN LINE WITH PERMITTED ADAPPTIONS SHOULD BE EXHAUSTED BEFORE a centre considers applying for a Teacher Assessed Grade (TAG) for a component or units of a qualification. Centres will be requested to demonstrate that they have taken all reasonable steps to enable learners to take their assessments, remotely (where permitted) or in person. If considered necessary, Ascentis may request evidence from a centre of the steps taken in this regard. Once these assessment opportunities have been exhausted, and the learner is due to complete their qualification, then it may be appropriate for a centre to consider applying for a TAG using the process detailed below. Please see the flowchart for further guidance on when to apply for TAGs for learners.

Should I apply for a TAG?



Qualifications in Scope for the Award of Teacher Assessed Grades

Category A Qualifications

VTQs used to enter directly into employment and are designed to demonstrate occupational competence. Exams or assessments should continue where they are critical to demonstrate occupational or professional competence and can be delivered in line with Public Health England measures. Where the assessment cannot take place safely, it will need to be delayed. These may be written or practical exams and assessments. These qualifications are not in scope for Teacher Assessed Grades.

Category B Qualifications

Smaller qualifications taken for mixed purposes that are unlike GCSEs and A levels in their qualification and assessment structure, such as functional skills qualifications and English for Speakers of Other Languages (ESOL) and VTQs most similar to GCSEs, AS and A levels that are used for progression to further or higher education. Exams and assessments should continue where they can be delivered in line with Public Health England measures or remotely, but with alternative arrangements available for those learners who cannot access the assessments. These qualifications are in scope for the consideration of Teacher Assessed Grades.

Ascentis Qualifications that are in Scope.

For detailed information about which Ascentis qualifications are in scope, please use the Ofqual interactive tool found [here](#).

English, Maths & ESOL

This guidance covers TAGs for the following qualifications.

- Maths
- English
- ESOL Skills for Life

At all levels (Entry 1 to Level 2).

Portfolio Qualifications

This guidance covers TAGs for the following qualifications.

- Portfolio-based qualifications at all levels. There are further considerations in relation to Education and Training qualifications, where there is additional guidance from the Education and Training Foundation. Further guidance about these qualifications can be found on the [Ascentis website](#).

Eligible Learners

The continuing pandemic has led to some exams and assessments being cancelled in 2021. All parts of the education system are working together to ensure that learners are still able to get their results and carry on with their lives, whether that is to continue with their education, further their career or go into the workplace. The way that qualifications will be awarded in 2021 allows for the challenges that are unique to this year – such as the fact that many students will have missed teaching and learning due to multiple lockdowns, so not all will have covered all the content. These arrangements are not a perfect substitute for learners being able to study and be assessed as they would in an ordinary year, which is why teaching and assessment should continue as normal except in the most challenging circumstances. Where this is not possible, the Alternative Arrangements will enable learners to be awarded a qualification where appropriate and to progress in their learning or employment.

For Category B qualifications, the eligibility window to receive a result using a Teacher Assessed Grade or other alternative evidence, will be for those learners expecting to sit an assessment(s) between 1 August 2020 to 31 August 2021.

English, Maths & ESOL

Centres should submit TAGs for learners who should have sat an assessment that has been affected by the Covid-19 disruption, AND the learner will NOT be able to delay in order to take an assessment prior to August 2021 AND completion is needed imminently for progression / employment. **This is defined as learners who;**

- I. were or are registered to take, between 1 August 2020 and 31 August 2021 an assessment that would have led to the issue of a result, or**
- II. could reasonably have been expected by the awarding organisation to have been so registered**

Portfolio Qualifications

Where the centre cannot continue to deliver and feel that their learners would be disadvantaged, or where a learner has been unable to access learning for a period, AND the learner will NOT be able to delay in order to complete their assessment prior to August 2021 AND completion is needed imminently for progression / employment. The centre can submit TAGs for learners that meet the Minimum Threshold of Requirements. **This applies to learners who;**

- I. were or are registered to take, between 1 August 2020 and 31 August 2021 an assessment that would have led to the issue of a result, or**
- II. could reasonably have been expected by the awarding organisation to have been so registered**

Applying for Teacher Assessed Grades.

Ofqual has put in place the Vocational Contingency Regulatory Framework (VCRF) for Awarding Organisations (AOs) offering VTQs. These regulatory arrangements will enable AOs to be sufficiently flexible to support as many learners as possible to complete qualifications, whilst retaining the integrity of their qualifications.

For qualifications most important for progression to further study or employment, the framework enables AOs to make awards when exams do not take place and/or not all internal assessments have been completed.

Definition: Teacher Assessed Grade (TAG) is the term used throughout to refer to the evidence-based provisional judgement of a candidate's result, which a centre submits to the AO.

1. In the first instance centres must continue to deliver and assess qualifications using any available adaptations until the class end date is approaching.
2. If learners have been unable to complete any assessment(s) by this time, **AND** the learner will **NOT** be able to delay allowing them to complete their assessment prior to August 2021 **AND** completion is needed imminently for progression / employment. Centres must **apply** to Ascentis prior to considering the use of TAGs, using the ***Centre Application for using Teacher Assessment Grades (TAGs) 2020-21.***
3. Once an application has been made by a centre, Ascentis will consider whether the evidence presented justifies the use of TAGs.
4. If the application is approved, then the centre can award TAGs to the affected learners for the components or units specified in the application, **provided** that the learner has sufficient evidence to meet the **Minimum Evidence Threshold.**
5. The centre must then complete individual ***Alternative Arrangements Learner Assessment Record & Internal Quality Assurance Declaration*** for every learner that they wish to claim a TAG. This must be included with the learner work.
6. The centre will then submit their grades to QuartzWeb as specified in the process below.
7. Ascentis External Quality Assurers will request to sample work for learners, considering work that has been completed and assessed and work that centres are claiming through a TAG. If the External Quality Assurer (EQA) is satisfied that work meets the Assessment Criteria and / or the Minimum Evidence Threshold, then they will verify the results and certificates will be issued.
8. Where Centres hold **Direct Claims Status (DCS)** for a qualification, there will be **no opportunity to claim TAGs through DCS**, learner work will need to be verified by an Ascentis EQA before certificates can be issued.

Sources of Evidence Within the Teacher Assessed Grades Process and Minimum Evidential Threshold.

Ascentis understands that centres may not have complete records of assessment and therefore the evidence used will vary for each learner and each qualification. Centres must make professional judgements on whether the learner has taken sufficient assessment for them to be awarded a valid and fair result (using the minimum evidence thresholds defined within this document to underpin this decision).

Various sources of evidence will have different levels of trust applied to them. Therefore, Ascentis requests that centres informally rank evidence from which they believe has the highest level of trust to least. Where evidence provides insufficient trust to determine an outcome, centres should consider alternative options. This will be for the centre to decide, dependent on the individual situation of the learner.

Trusted evidence that could be used includes, but is not limited to:

- 'Banked assessments' – where any units have already been claimed and externally quality assured by Ascentis.
- Assessments / units completed and internally quality assured, but not externally quality assured by Ascentis.
- Assessments / units completed by learners, but not internally quality assured.

Less trusted evidence might consist of:

- Previous assessment papers / results or assessment outcomes, for example any re-sitting learners or those who have completed similar qualifications.
- Outcomes of internal centre assignment tasks.
- Formative or practice assessment / assessment results.
- Participation and performance in skills-based activities.
- Overall learner performance and progress, including level of attendance prior and post centre closure.
- Tutor or assessor assessment tracking records and individual learning plans.
- Any other records of learner performance over the course of study.

The **Minimum Evidence Threshold** for portfolio qualifications is likely to be at least **one** completed summative assessment, which can be supported by other available forms of formative assessment. It is likely that at least 70% of the qualification's assessments have been completed to allow the centre to reach a TAG for the remaining units.

The **Minimum Evidence Threshold** for ESOL / English / Maths qualifications will be at least **one** completed summative assessment, which can be supported by other available forms of formative assessment. The evidence presented for a learner should evidence their ability to meet the assessment criteria in a component / mode / unit to allow the centre to reach a TAG for the component. **Please note that for all claims a minimum of one mode / unit must have been OR will be completed by assessment NOT TAG.**

All evidence used to support judgement of TAGs may be subject to inspection by the awarding organisation and must be retained by the centre until six months after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later.

*Please note that centres must **only use evidence that can be presented to Ascentis** to allow for a Teacher Assessed Grade to be issued. This means that paper evidence that is inaccessible due to lockdown restrictions **cannot be used.***

If applying for a TAG for a component of one of these qualifications, then the centre should ensure that evidence is available to support the assessment of learner competence in that component. Evidence can include but is not limited to;

- Previous centre-marked attempts at practice tests
- Previous attempts at the live assessment(s)
- Formative assessment results. Formative assessment is defined as assessment undertaken to check learning has taken place and assess progress towards the level. This can be centre-devised or a commercially available product. This does **not** include initial and diagnostic assessment (see below).
- Any other learner work towards the qualification (i.e., work they have independently undertaken in class or at home).
- Learner work demonstrating the skills assessed by these qualifications that has been completed in support of another qualification learning aim.

Results of initial and diagnostic assessment can be used but only in the following ways:

- As a benchmark to gauge progress made towards the unit requirements by the learner.
- Where this provides evidence that the learner had already met one or more of the unit's assessed requirements at the point at which the initial / diagnostic assessment was taken.

Please note that for all claims a minimum of one mode / unit must have been, OR will be completed by assessment NOT TAG.

If applying for a TAG for units of these qualifications, then the centre should ensure that evidence is available to support the assessment of learner competence at the level of the qualification. Evidence can include but is not limited to;

- Formative assessment results. Formative assessment is defined as assessment undertaken to check learning has taken place and assess progress towards the level.
- Any other learner work towards the qualification (i.e., work they have independently undertaken in class or at home).
- Learner work demonstrating the skills assessed by these qualifications that has been completed in support of another qualification learning aim.

Other forms of evidence may be acceptable, but the centre must discuss these with Ascentis before judging TAGs.

It is acknowledged that this evidence would not usually be considered in assessing qualifications. It is also acknowledged that available evidence may only show partial achievement. Therefore, tutors/assessors will need to exercise judgement and discretion in reaching decisions about which learners would have achieved or not achieved. This includes a judgement where learning has been disrupted about whether the learner would have achieved had they completed the full programme of learning.

Centres should bear in mind the learner's progression aim when providing an 'achieve' TAG, meaning they believe the learner would be able to progress to the next level or operate in an appropriate employment setting in respect of the skills that will be certificated.

Teacher assessed grade scenarios

The learner intended to complete an external assessment that has been cancelled and there are no internally assessed components which cover the same content.

Centres should look to evidence performance through other sources of evidence, such as:

- past papers/practice assessments
- homework or classwork
- project work
- evidence from work experience/placement if applicable
- witness testimonies or teacher observation records
- centre devised assessments
- formative assessments.

At least one internal assessment component has only been partially completed.

Where an internal assessment is partially completed, the teacher should:

- continue teaching and learning for all internal assessment in the time remaining this session
- make a judgement to confirm if the partially completed evidence is sufficient to evidence performance, and therefore enable them to submit a teacher assessed grade. This does not require all content to have been completed
- attempts should be made to fill any gaps with other sources of evidence, where there is insufficient evidence to make a judgment

At least one assessment component has not been taught.

Ofqual's policy is that internal assessment should continue where possible and could be used to generate evidence for teacher assessed grades.

- Centres should focus on identifying in advance which internally assessed components are yet to be taught, and plan to address this in the time remaining.
- Centres should identify any potential assessments where evidence may be lacking as soon as possible, and make every effort to generate sufficient evidence in the time remaining, through continued teaching, learning, and assessment, to allow for a teacher assessed grade to be submitted.
- If a teacher assessed grade is not determined for any assessment component, then the qualification cannot be awarded.
- If you are concerned you will not be able to produce any evidence at all for an assessment component, you should contact your allocated EQA at the earliest possible opportunity to discuss other options for evidence in the remaining timeframe
- Where it is not possible to produce additional evidence for an assessment component in the timescales available, sufficient evidence can be drawn from different sources and evidence types from across the qualification as a whole, where applicable.
- Centres can use an existing banked achievement, or evidence from other assessments, and map it to the required content if related.
- This allows an inference to be made about the learner's skills or knowledge for the requirements of the teacher assessed grade in question

Centres Continuing Delivery/Assessment as Normal

Where centres can deliver our qualifications to learners as normal (in line with Ascentis requirements), they should continue to do so.

If you are in a situation where:

- you have been able to continue to deliver our qualifications as normal and you have been able to adapt your way of working within the government guidance, (and if this does not compromise the validity of the assessments)
- you have completed learners and the learner work is ready for an EQA verification

then this should take place.

Please contact your EQA to arrange a remote verification. Your EQA will provide guidance on how to send learner work and may need to contact you should they require any further information to complete their report.

Centres should not claim TAGs under these circumstances.

Ascentis Quality Assurance

In line with other awarding organisations, Ascentis has taken the approach that it will, in conjunction with the judgements of its centres, and where it is **necessary, appropriate and safe** to do so, issue a Teacher Assessed Grade (TAG) for learners who have been affected by the COVID-19 disruption.

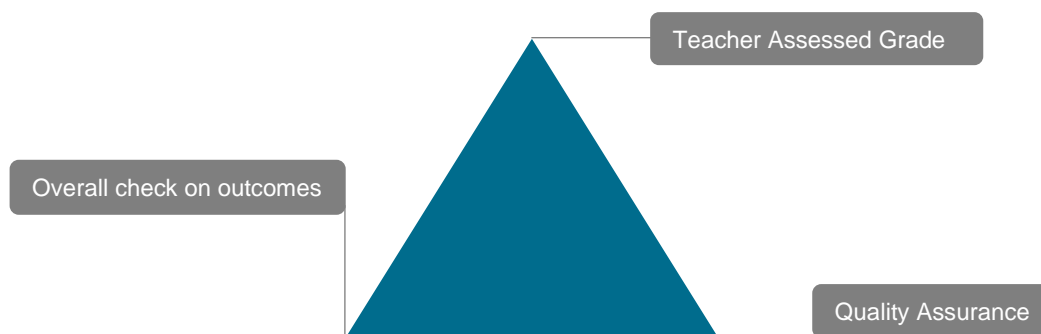
A Teacher Assessed Grade (TAG) is the term used throughout this guidance to refer to the evidence-based, provisional, judgement of a learner's unit result, which a centre submits to Ascentis. Only when the result has been quality assured by Ascentis will a certificate be issued.

The result will consist of a TAG, determined by the centre, which will be subject to Quality Assurance activities by Ascentis. Once Quality Assurance activities have been completed, Ascentis will complete an overall check on outcomes to confirm the accuracy and profile of results before confirming these to centres. The TAG result will be used by centres to claim for learner achievement of the unit/qualification and therefore must meet qualification and sector requirements. Learners who receive a TAG result will be issued with the same qualification certificate that they would have expected to receive if they completed their qualification outside of the COVID-19 disruption. This is illustrated by the figure overleaf.

The method of determining results has three elements.

The final result for all qualifications will follow the structure outlined below.

1. Teacher Assessed Grades (TAGs) based on results they already hold for the learner.
2. Quality Assurance of the overall calculated result: comparison to historic Centre outcomes, entries, and certification data.
3. Overall check on qualification level outcomes: comparison to historic Centre and qualification data, to ensure overall qualification attainment is broadly in line with previous years. **It is the responsibility of the centre to ensure that attainment is consistent with previous years, and where this is not the case a rationale for the discrepancy must be provided by the Head of Centre.**



Guidance for Tutors/Assessors Judging Learners' TAGs

A learner's TAG should only be determined by tutors/assessors with direct experience of teaching that learner in the subject and unit for which the TAG is being judged.

Where more than one tutor/assessor is responsible for teaching a learner in a unit, they should work together to reach a judgement about the learner's TAG.

Where more than one tutor/assessor is responsible for teaching a subject/unit at a particular level, they should work together to standardise their judgement in the way described below.

Judgements must be made in an impartial, balanced, and unbiased way, such that the assessment grades are based on evidence of attainment and avoid bias as far as is possible, so that learners are not systematically advantaged/disadvantaged by having/not having a protected characteristic or any other factor (e.g., appearance, social background, or special educational needs) that does not relate to their knowledge, skills, or abilities in relation to the qualification. Protected characteristics are defined in the 2010 Equality Act as: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Preparation for Judging TAGs

Tutors/assessors should ensure they are familiar with:

- The guidance on the process.
- The standards for the subject and level being assessed.
- The awarding organisation's relevant assessment criteria

Centres should submit TAGs for learners who should have sat an assessment but this has been affected by the COVID 19 disruption, AND the learner will NOT be able to delay in order to take an assessment prior to August 2021 AND completion is needed imminently for progression / employment. This is defined as:

Learners who were or are registered to take, between 1 August 2020 and 31 August 2021 an assessment that would have led to the issue of a result, or

could reasonably have been expected by the awarding organisation to have been so registered.

Centres must NOT submit TAGs for any learner they would not expect to have taken the exam / assessment during this period, or that will have subsequent opportunities to complete the assessment.

Tutors/assessors should identify eligible learners before starting the process of judging learner TAGs.

The tutor/assessor should consider each eligible learner in turn. For each learner whose TAG is being judged, the tutor/assessor should consider:

- At least one piece of valid, trusted evidence that demonstrates the learner's progress towards the assessment requirements of the unit. Alongside supplementary evidence that meets the assessment criteria for the unit.
- The assessment requirements of the unit
- Assessment criteria for the unit.
- Their knowledge of the learner's ability
- Any permitted support that would have been given to that learner in completing the assessment.
- Any reasonable adjustment that would have been made to the assessment for that learner in respect of a disability.

Please note that for all claims a minimum of one mode / unit must have been, OR will be completed by assessment NOT TAG.

Only learners affected by the COVID19 disruption should have TAGs submitted. Where the centre cannot continue to deliver and feel that their learners would be disadvantaged, or where a learner has been unable to access learning for a period, AND the learner will NOT be able to delay in order to complete their assessment prior to August 2021 AND completion is needed imminently for progression / employment. This is defined as:

Learners who were or are registered to take, between 1 August 2020 and 31 August 2021 an assessment that would have led to the issue of a result, or

could reasonably have been expected by the awarding organisation to have been so registered.

Centres must NOT submit TAGs for any learner they would not expect to have achieved their qualification during this period.

Tutors/assessors should identify eligible learners before starting the process of judging learner TAGs.

The tutor/assessor should consider each eligible learner in turn. For each learner whose TAG is being judged, the tutor/assessor should ensure that the learner meets the following Minimum Threshold of Requirements:

- All practical skill elements of the qualification have been completed and assessed either through real life experience or through a simulation if the qualification specification allows for this.
- Mandatory or core units that form a basis of the qualification specification must have been completed and assessed.
- Typically, a minimum of 70% of the required units to meet the qualification specification have been assessed and verified through the Internal Quality Assurance process.

The tutor/assessor should also take into consideration the following for any learners that meet the Minimum Threshold of Requirements:

- Assessment criteria for the unit being considered
- Their knowledge of the learner's ability.
- Any permitted support that would have been given to that learner in completing the assessment.
- Any reasonable adjustment that would have been made to the assessment for that learner in respect of a disability.

The tutor/assessor should also use their professional expertise to reach a considered judgement about whether that learner would have achieved the unit, had they taken the assessment in the usual way.

The evidence used may only show partial achievement of the unit's requirements (Portfolio Qualifications). In reaching a decision about each learner's unit TAG, tutors/assessors must make a judgement that includes a reasonable consideration of whether the learner would have achieved had the scheduled programme of learning taken place and been completed.

In some cases, it may be considered that a learner would have been on the borderline between achieving and not achieving the assessment, but the tutor/assessor may feel unable to reach a definitive judgement. In such cases, it is recommended that:

- where possible, such cases are discussed as part of standardisation.
- particular attention is paid to the qualification specification/assessment criteria.
- comparison is made between the evidence for that learner and evidence considered for other learners felt to be around the borderline but where it has been possible to reach an 'achieve.'

It is recommended that borderline decisions be noted and reconsidered as part of the centre's QA check in relation to the overall profile of the TAGs for the unit, relative to expectations based on an equivalent historic period.

The tutor/assessor's judgement for each learner should be recorded and the evidence retained in line with instructions provided.

Standardisation

Where there is more than one tutor/assessor responsible for delivering a unit within the centre and involved in judging TAGs for that unit, tutors/assessors must work together to standardise their judgements.

At the start of the process, tutors/assessors should individually consider a sample of learners and make provisional judgements about whether each would achieve. Any learners who are felt to be on the borderline should be noted. Before judging any further TAGs, the tutors/assessors should collaborate to discuss and compare their TAGs, the evidence used, and the judgement applied and reach agreement about the characteristics of achieve and not achieve learners.

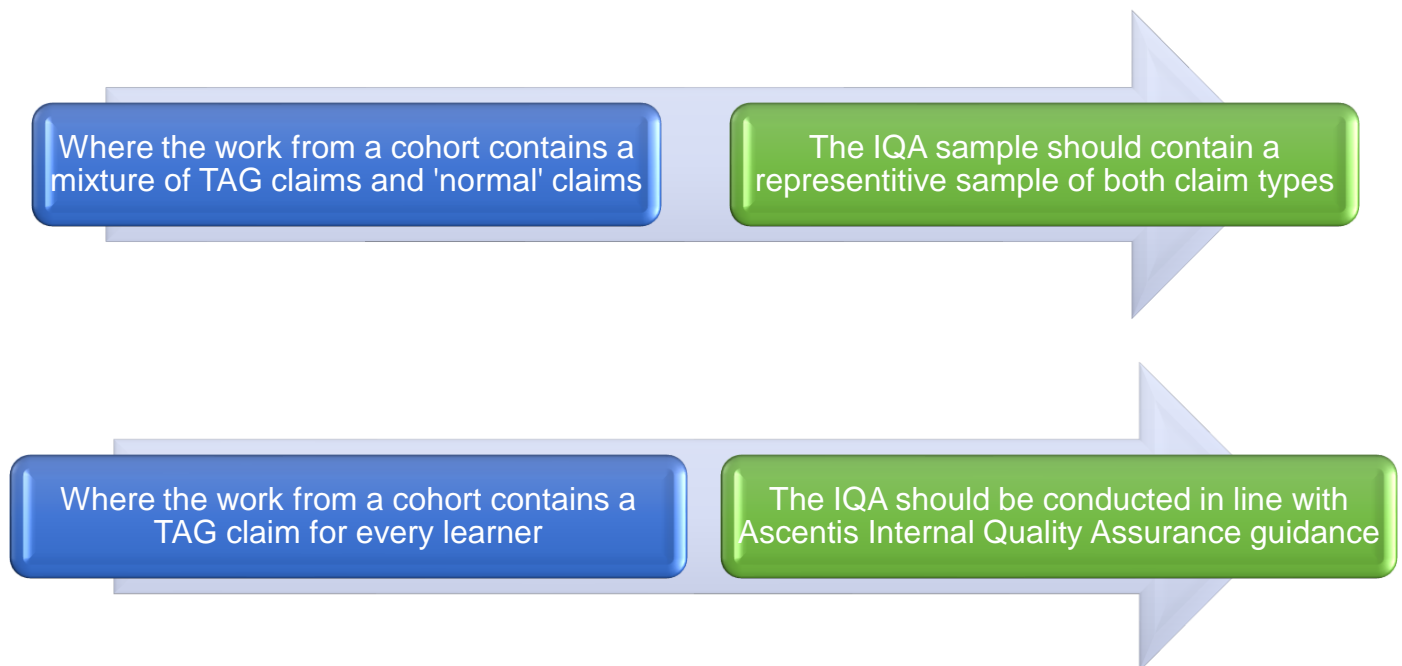
As a result of this process, judgements reached about the initial sample of learners may be revisited.

The tutors/assessors should then complete judgement for all learners, but may wish to discuss any borderline decisions with colleagues as required.

Once decisions have been reached between tutors / assessors about which learners are eligible for a TAG, the ***Alternative Arrangements Learner Assessment Record & Internal Quality Assurance Declaration*** should be completed for each learner and included with the work.

Internal Quality Assurance

Once the ***Alternative Arrangements Learner Assessment Record & Internal Quality Assurance Declaration*** is completed for each learner and included within the work. All learner work should then be sampled by the Internal Quality Assurer in line with Ascentis Internal Quality Assurance guidance, considering:



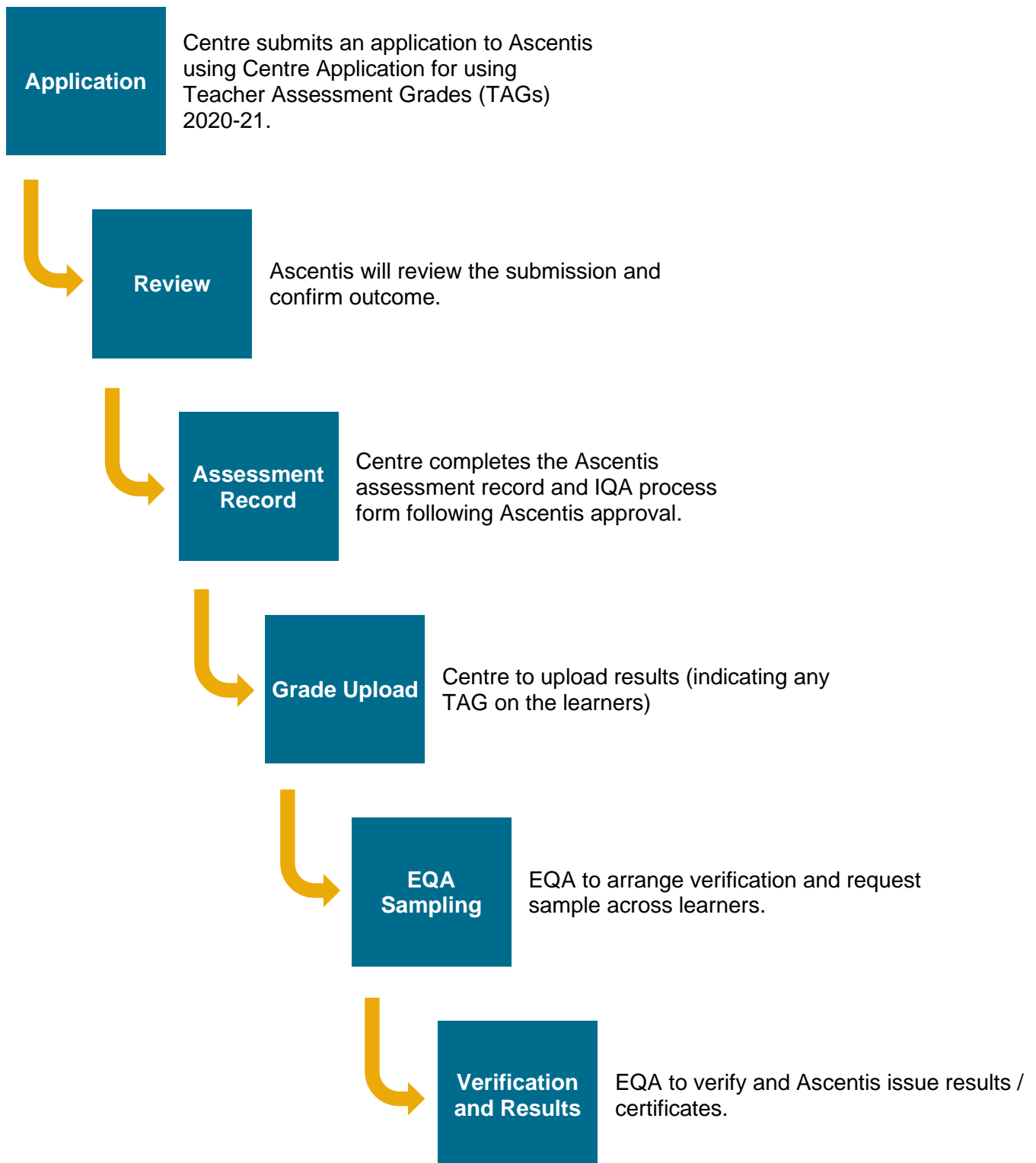
For all learners included in the sample by the IQA, the *Internal Quality Assurer (IQA) Declaration* section of the *Alternative Arrangements Learner Assessment Record & Internal Quality Assurance Declaration* should be completed.

The results for your learners can then be added to QuartzWeb using the method indicated in Appendix (i) Uploading Results that Contain a Teacher Assessed Grade to QuartzWeb.

Appeals

Any appeals made in relation to the procedures contained within this guidance document will follow the Ascentis Appeals Policy found in the secure area of the customer website [here](#).

Process for Applying for Alternative Arrangements



Appendix (i) Uploading Results that Contain a Teacher Assessed Grade (TAG) to QuartzWeb

To submit learner results under the TAG structure, please ensure the correct mark is selected when submitting results.

Marksheet

When submitting results via a marksheet, please ensure **'Achieved (TAG)'** is selected for the relevant units to be claimed for TAG Results. If the unit is **NOT a TAG** result, please continue to **use 'Achieved'** for those units that are to be claimed under normal requirements. Once the relevant achievements have been selected, please submit this via the normal process.

| Quartz ID | Learner | Learner ID | ULN | 1383157:[C=2,L= Numbers Set 1 | 1383158:[C=2,L= Numbers Set 2 | 1383160:[C=1,L= Addition a Num |
|-----------|------------------------------|------------|-----|-------------------------------|-------------------------------|--------------------------------|
| 1122597 | Test, Learner 1 (10/10/1981) | | | | | |
| 1122598 | Test, Learner 2 (11/10/1981) | | | Not Achieved | | |
| 1122599 | Test, Learner 3 (12/10/1981) | | | Achieved | | |
| 1122600 | Test, Learner 4 (13/10/1981) | | | Achieved (TAG) | | |
| | | | | Not Achieved (TAG) | | |

Direct Entry

When submitting results via Direct Entry, please ensure **'Achieved (TAG)'** is selected for the relevant units to be claimed for TAG Results. If the unit is **NOT a TAG** result, please continue to **use 'Achieved'** for those units that are to be claimed under normal requirements. Once the relevant achievements have been selected, please submit this via the normal process.

1383157:[C=2,L=One] Understanding Numbers Set 1 R/503/3166

Please set learner grades before clicking Add/Amend Basket

Save to Basket 0 results for this class in this basket

| Learner ID | Learner name | Result (Set Achieved) |
|------------|----------------|---|
| 1122597 | Learner 1 Test | « Please Select » |
| 1122598 | Learner 2 Test | « Please Select » |
| 1122599 | Learner 3 Test | Not Achieved (TAG) Not Achieved Achieved Achieved (TAG) |
| 1122600 | Learner 4 Test | « Please Select » |

If an error is made during this process and the incorrect grade is submitted for a learner, please contact our Support Team at operations@ascentis.co.uk as soon as possible, ensuring you provide the relevant Class ID, Learner ID, and Unit ID(s) so this issue can be rectified.

Appendix (ii)

Centre Application for using Teacher Assessment Grades (TAGs) 2020-21



Centres must submit one application form per qualification area.

| | | | | | |
|---|--|------|--|---------------------|--|
| Centre Name | | | | QuartzWeb Centre ID | |
| Ascentis Qualification Title | | | | | |
| Details of member of staff submitting this application form | | | | | |
| Name | | Role | | Email Address | |

| QuartzWeb Class ID | Total number of learners registered in class | Number of learners to be claimed for via TAG | Planned course end date | Unit title(s) to be claimed via TAG | Rationale for claiming achievement via TAG. Please demonstrate that you have taken all reasonable steps to enable learners to take their assessments, remotely (where permitted) or in person. If necessary, Ascentis may request evidence from your centre of the steps that you have taken in this regard. |
|--------------------|--|--|-------------------------|-------------------------------------|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Any additional information to support the application:

Head of Centre Declaration

I confirm that the information contained in this application for Teacher Assessment Grades (TAGs) is accurate.

No TAG claims will be submitted to QuartzWeb prior to the outcome of this application being received.

Before TAG claims are submitted through QuartzWeb, they will be checked for accuracy and reviewed by a second member of staff. I understand that submitted TAGs must be accurate and represent the objective and professional judgements made by my staff.

I confirm that no TAG will be submitted for any learner where using available adaptations or delaying the assessment would be more appropriate. I am confident that any TAGs submitted will honestly and fairly represent results the learners would have achieved, had their assessments been completed as planned. Overall qualification attainment is broadly in line with previous years. Where this is not the case, a rationale for the discrepancy is provided below.

I understand that achievements claimed via TAG will be subject to checks and sampling by an Ascentis External Quality Assurer (EQA) before they are verified. Any evidence used to support the TAG claim must be made available to the EQA during a verification, and further information or evidence may be requested. Evidence relating to learner TAGs will be retained by the centre for six months after the date of issue of the result, or the conclusion of any appeal in relation to that result, whichever is later.

Rationale for Discrepancies in Achievement Data

| | | | |
|---------------------|--|------|--|
| Centre Name | | | |
| Head of Centre Name | | | |
| Signature | | Date | |

Appendix (iii)
**Alternative Arrangements Learner Assessment
 Record & Internal Quality Assurance Declaration**



| | |
|---------------------|--|
| Learner Name | |
| Centre Name | |
| Qualification title | |
| Class ID | |

Please state the reasons for claiming via Teacher Assessment Grades. Why is adaptation or delay not appropriate for this learner?

| Unit(s) to be claimed via TAG | Available evidence to support the TAG |
|-------------------------------|---------------------------------------|
| | |
| | |
| | |

Tutor/Assessor Declaration

(Please check the box next to each statement to confirm each step has been completed)

I can confirm that:

- Learner details have been checked and are correct.
- Where more than one tutor or assessor was responsible for teaching or assessing a unit or qualification at a particular level, they worked together to standardise their judgement.
- I am confident the TAGs honestly and fairly represent learner achievement if they had completed their assessments as planned.
- The TAGs for this learner are submitted by staff members who have experience of teaching the specific units to this learner.
- Relevant evidence and standardisation notes/minutes have been retained to support the quality assurance process and may be subject to audit by Ascentis at a later date.

| Tutor/Assessor name(s): | Signature: | Date: |
|---|------------|--|
| | | |
| Learner included as part of the IQA sample? | | Yes <input type="checkbox"/> No <input type="checkbox"/> |

If the Learner is included as part of the Centre's IQA sample, the following declaration must be signed by the IQA.

In line with the Internal Quality Assurance guidance, all learner work must be in scope for IQA checks. Please refer to the Assessment and IQA Guidance for Centres 2020-21 (available on the Ascentis website) for details on the required sample.

| Internal Quality Assurer (IQA) Declaration | | |
|--|-------------------|--------------|
| <p>I confirm that this learner's alternative arrangements have been through the internal quality assurance checks.</p> <ul style="list-style-type: none">• Teacher Assessment Grades (TAGs) have been checked for accuracy.• These TAGs are accurate and represent the objective and professional judgements made by the Assessor.• Having reviewed the relevant processes and data, I am confident the TAGs honestly and fairly represent results the learner would have achieved, had their assessments been completed as planned.• I understand that TAGs must be verified by an Ascentis External Quality Assurer (EQA) before achievements are awarded.• I understand that all evidence relating to TAGs must be made available to the EQA during the verification process.• The Centre will retain all evidence relating to the learner until six months after the date of issue of the result, or the conclusion of any appeal in relation to that result, whichever is later. | | |
| IQA name: | Signature: | Date: |
| | | |