

KEY FACTS FOR FURTHER EDUCATION ACCESSMENT 2020/21

TOPIC	LASER	UAL	PEARSONS	GCSE Maths & English
TEACH	Continue to teach contents of the programme to ensure students can acquire the knowledge & skills.	Continue to teach contents of the programme to ensure students can acquire the knowledge & skills.	Continue to teach contents of the programme to ensure students can acquire the knowledge & skills.	Continue to teach contents of the programme to ensure students can acquire the knowledge & skills.
ASSESS	Should continue where possible. If a student can be assessed, they should be.	Should continue where possible. If a student can be assessed, they should be. Not assessing against assessment criteria or learning outcomes, but instead producing a TAG. No Referrals.	FADM reduced assessment available. Centres should make every effort to assess and submit evidence for the External Examination process. Only small sample for ED 1. Candidate Authentication Form signed by tutor and Student.	All assessments conducted on campus during the Maths/English lessons. This is in accordance with guidance issued by Ofqual .
ADAPT	Assessments, delivery, and units can be adapted, where necessary and to support students to continue learning.	FMP plus prior achievement and work. (broader evidence) Support a Pass by using prior work and evidence.	Extended Diploma 1. Students may continue with A1 and not progress to A2. A2 grades predicted from A1.	
SUPPORT	Support is available for students from their providers if they are finding it difficult to learn or be assessed. In addition, further adaptations may be available. Students should discuss the options with their provider. Support may be available where providers are finding it difficult to deliver and assess the Diploma. Providers should discuss the options with their AVA.		Should students continue to be impacted by Covid-19 and are unable to complete assessment with reduction to assessment in place, centres may submit Q-TAGs. In this circumstance, contact your External Examiner and they will help determine the most appropriate action.	Ofqual, are very clear that all educational institutions must have sufficient evidence to support the decision of what grade is awarded to students on the course. It is not possible to conduct such assessments online. There is also a possibility that Edexcel may request a sample of this evidence.
QUALITY ASSURE	To ensure grades are fair and robust, effective quality assurance arrangements will be applied. These can take account of extenuating circumstances that may have affected student performance in assessment. Based on evidence presented, a moderator may adjust grades either upwards or downwards to ensure no student is advantaged or disadvantaged in relation to their peers. Deadlines & process for students claiming Extenuation being drafted. Student Extenuation Form.	Individual TAG template MUST be completed per student & retained by centre. Group TAG MUST be submitted with every marksheet uploaded to Quartz. Includes list of reasonable adjustments/ special considerations. TAG – Centre Declaration template MUST be completed by Head of Centre (HoS) per course & submitted to UAL. Must be internally quality assured and submitted by 18 June . EM – 21.06-02.07 tutors need to be available.	FADM – Q-TAG Pearsons feel that the increased flexibility in the new assessment criteria should mitigate much of the impact on student achievement. Therefore, while they are an option, Pearsons hope that Q-TAGs will not be necessary for the majority of FADM students. ED1: (A&DP and FBR) Sample for SV 22 nd April. ED1: (CMP) Sample for SV 30 th April. FADM: Sample for SV & SSV 30 th April.	TAGs based on: English: <ul style="list-style-type: none"> Classwork Mock Paper 1. Term 1. Mock Paper 2. Term 3. Mock Exam. Term 3. Maths: <ul style="list-style-type: none"> Classwork Mock Paper 1. Term 1. Mock Paper 2. Term 3. Mock Paper 3. Term 3 Mock Exam. Term 3. Date all scheduled. Papers must be taken on campus.
AWARD	If a student can be assessed, they should be based on planned assessments. Where a student cannot be assessed, the student may still be awarded the Diploma, through extenuation. The provider will draw upon either further adaptations or alternate evidence to determine whether the qualification can be awarded.	Do not award a grade for each criterion. Look holistically at all evidence and assign a grade supported by that evidence. The justification for each individual student grade should be able to demonstrate how that grade was arrived at by referring to sources of evidence which demonstrates the student's ability, taking into full account any anticipated time extensions or other reasonable adjustments.	FADM. 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. Focus on FMP. Stage 1 & 2 should be used to 'plug the gap' if required for the FMP. If a student's FMP has been impacted by Covid can 'top up grade from Stage 1 & 2.	Centres should be confident that work produced is the student's own and that the student has not been given inappropriate levels of support to complete it, either in the centre, at home or with an external tutor. Exam boards will investigate instances where it appears that evidence is not authentic.
RESULTS	Grades are confidential – must not be shared. Preliminary Awards Board 24/06/21 Final Awards Board. 22/07/21 submitted to UCAS 26/07/21	Grades are confidential – must not be shared. Awards Board 24/06 Final Awards Board. 22/07 No Referrals. Results Day 10.08	Grades are confidential – must not be shared. Results Day 10.08	Grades are confidential – must not be shared. Results Day 12.08
APPEAL	If a student is not satisfied with their grades, they can appeal.	Appeals deadline 27.08. Retain TAGs for 2 years in event of appeals.	Internal appeals process must be exhausted before any appeals are escalated to Pearsons.	Internal appeals process must be exhausted before any appeals are escalated to Pearsons.