Extended Extraordinary Regulatory Framework English and Mathematics Qualifications

Table of Contents

(A full list of qualifications covered by this guidance is listed in [Appendix (I)](#))

After the Extraordinary Regulatory Framework (ERF) ended last summer, the regulators implemented an extended version for the 2020-21 academic year. This is due to the further disruption to teaching, learning and assessment that has been inevitable due to lockdowns and social distancing measures. This regulatory framework allows the usual 'rules' to be flexed temporarily by Awarding Organisations, permitting certain adaptations.

The Extended ERF (EERF) will be incorporated into a new framework which will be called the VTQ Contingency Regulatory Framework when this becomes operational in the coming weeks (spring 2021). This will continue to run alongside the General Conditions for the whole of the 2020-21 academic year. Learners can achieve either under the General Conditions or under the VCRF / EERF.

The Extended ERF / VTQ Contingency Regulatory Framework spring and summer 2021

Awarding Organisations have been required by the regulators to consider what adaptations they will make available to Centres as a temporary measure, **if Centres need to be more flexible than the General Conditions allow.** *If Centres can continue delivering assessments as normal, albeit using social distancing protocols, then they may not need to consider these temporary measures.*

Ascentis English and Mathematics Skills under the General Conditions

All Ascentis English and Mathematics Skills qualifications at all levels use externally set assessments, with resources available on demand to Centres. Three complete sets of assessments are available at any one time to all Centres. The bank of assessments is refreshed each academic year, with one paper being retired and a new paper made available through QuartzWeb. Learners therefore have three opportunities to achieve during an academic year.

All assessments are taken in controlled conditions. Some units require face-to-face interaction between learner and tutor/assessor. Some units require group interaction.

Ascentis English and Mathematics qualifications were developed to be flexible, with modular assessments that can be taken during usual class time, (under controlled conditions) which are available on-demand. The regulators would like us to promote this feature to Centres who may not be taking advantage of the 'modular' approach already.

Issues in 2020-21

- Disruption due to further lockdowns or restrictions: Centres having to suspend contact with learners and scheduled assessment sessions being cancelled. This may result in learners not achieving the full qualification in the academic year.
- Social distancing requirements affecting the way controlled assessments are taken. Social distancing measures will mean smaller class sizes and smaller assessment groups for most of our Centres. This may result in a larger number of separate assessment **sessions** over a period. The risk of learners being able to share the content of an assessment with other learners who are still due to sit the assessment is therefore increased.
- We need to support Centres in considering ways of maintaining the confidentiality of live papers by ensuring that the use of the assessment tasks / papers is not predictable.

Some Centres use termly or semester-based assessment approaches and then assess a full Award/Certificate at the end of the term/semester. In the event of disruption affecting the assessment date, this means that a full Award/Certificate may be missed or delayed.

However, in other Centres learners take the assessments **by sitting individual units separately on different dates, spread over the term or semester**, rather than take a full qualification in one sitting. This enables achievements to be 'banked' as the course progresses.

1. **Therefore, we strongly advise Centres to bank by unit**, wherever possible (e.g., teach spelling, then take the assessment on spelling). This would mean that assessment and internal verification could continue cumulatively and the risk that the qualification will not be completed by the end of the academic year would be reduced. If only one unit is delayed, this could be completed as soon as possible (e.g., after lockdown is lifted), rather than learners having to complete a full Award/Certificate after a hiatus in their learning.

2. Since January 2021, many Centres have been closed due to the national lockdown, and in many cases scheduled assessments did not take place or learners did not attend. In many Centres, learning has continued online for most learners, but these learners may be disadvantaged by the continuing lockdown and be unable to complete the necessary amount of learning to achieve their qualifications. Many Centres have reported that learners would prefer to have their assessments delayed so that they can complete their learning and acquire the skills and knowledge that they were expecting. **Therefore, we strongly advise that the first mitigation Centres should consider for these learners would be to extend their courses and/or delay assessments wherever possible**, into the final months of the 2020-21 academic year when we expect Centres to have reopened.

3. Where the mitigation of delay is not possible for Centres, or for learners, Ofqual have reassured Awarding Organisations that learners due to complete their qualification by 31st July 2021 will not be disadvantaged. Part of the consultation that closed at the end of January related to "alternative arrangements". Ofqual will publish the outcomes of the consultation and guidance for Awarding Organisations in due course. Until then, we do not know the details of what these alternative arrangements will be.

4. In the meantime, Ascentis has been working to provide Centres with further adaptations to support the achievement of learners who have been continuing to learn online. **These further adaptations should be considered for learners where the mitigation of delaying assessments is not possible or practicable.**

Adaptations permitted under the EERF since August 2020

1. **Centres have the option to scan in and send selected assessments electronically to EQAs for verification <u>in exceptional circumstances where original copies cannot be posted</u> <u>due to COVID-19 restrictions</u>.**

    Please see Appendix (IV) for further information.

2. **Centres are permitted to use online platforms for remote <u>practice</u> assessments**: This will support Centres in keeping attendance in Centres to a minimum where necessary. An online repository with accessible **practice assessment** materials in Microsoft Word format is now available. This was set up to facilitate online adaptations where learners are studying at home and preparing for live assessments in the Centre. Please email support@ascentis.co.uk to arrange access to the repository.

Additional adaptations that are permitted from 12ᵗʰ March 2021

Controlled assessments for two English Skills units (Receiving and Responding to Information and Speaking) and one English (Stepping Stones to Functional Skills) unit (Speaking and Listening) may be undertaken remotely online, providing that Centres and learners are able to adhere to the specific guidance and protocols outlined in this document.

These adaptations apply to all learners who are not able to complete these assessments face-to-face in Centres, from 12ᵗʰ March 2021, until such time as the EERF/VCRF ceases to be operational.

These adaptations to assessments should **only** be used if:

1. a learner is not able to be assessed in the way outlined in the qualification specification, <u>and</u>
2. it is not possible to delay their assessment until later in the academic year.

Centres are not permitted to make any further adaptations to the delivery or content of assessments beyond those set out in this document. Unless specified otherwise in this document, all assessments must be conducted in accordance with the Qualification Specification, Assessor Guidance and Checklist for recording remote online assessments (see Appendix (III))

Centres will be asked to provide a clear rationale for having to use these adaptations.

Centres are responsible for ensuring that no learner is disadvantaged or advantaged by using these adaptations.

The qualification must retain its integrity and the award of the qualification must be comparable with awards in previous years and across cohorts and Centres nationally.

It is the Centre's responsibility to consider risk in this context and to identify, manage and monitor risk to ensure the security and integrity of all assessments.

General guidance for conducting controlled Receiving and Responding to Information / Speaking / Speaking and Listening assessments remotely online

1. Centres **must not** offer online remote assessment to any learner who may in any way be disadvantaged by the controlled assessment process being completed remotely. (E.g., where learners may not have access to appropriate technology, their home conditions are not conducive to taking controlled assessments, or where the Centre considers there is a risk of malpractice). Instead, the learner's assessment must be delayed until it is possible to conduct it within the Centre.

2. Centres may conduct any or all the Receiving and Responding to information / Speaking / Speaking and Listening tasks remotely online using video-conferencing applications or other technology platforms that they have been using for online teaching and learning (e.g., Google Classroom, Microsoft Teams, Skype, Zoom). This is conditional on the Centre being able to ensure the security of the platform used and the confidentiality of live assessment materials. The platform used **must** have the facility to show all candidates on screen at all times, and to save a video recording of the assessment.

3. Learners must **not** take an assessment in the same room / house as another candidate at the same time: learners must be in controlled conditions, separate from other members of the class if remote assessment is being used.

4. The live assessment materials can be downloaded by the Exams Officer or Superuser from QuartzWeb and put in a folder on the Centre's secure portal (e.g. SharePoint) from where only authorised assessors can access them electronically. Centres may not otherwise copy, share, save, or email live assessment materials. Email **must not** be used for communicating any content related to live assessments or learner responses.

5. Centres must ensure learners have access to suitable equipment, which must be a PC, laptop or tablet and a satisfactory Wi-Fi / broadband connection. Mobile phones, smart watches and other electronic devices should not be accessible to learners during the assessment and learners must not access any other application or information on screen. The assessor must check and remind learners of this at the start of every assessment.

6. A mobile phone, connected to the Centre's application or technology platform, may only be used instead of a PC, laptop, or tablet, as a last resort and it is the Centre's responsibility to ensure that the learner is not disadvantaged or advantaged in any way during the live assessment. 'Audio only' calls / recordings using a phone will not be permitted under any circumstances.

7. The Centre should be confident of the learner's digital skills and familiarity with the technology to be used. This should ideally be evidenced by completion of a practice assessment using the same equipment and following the same procedures.

8. Every controlled assessment carried out online remotely must be video recorded and commence with introductions (see Appendix (III) – Checklist for recording remote online assessments). Ascentis EQAs are entitled to join any online remote assessment at any time to ensure compliance and provide supportive guidance.

9. Centres must complete this online Declaration of Intent form to notify Ascentis of their intentions to complete controlled assessments remotely. Centres must briefly outline the processes and systems that will be used, and how risk will be managed. The content of the online form is available at Appendix (II). **The form must be submitted no less than one week before the remote online assessments are scheduled to take place.**

10. A subject specialist tutor / assessor MUST facilitate every task completed remotely. **Where more than one learner is being assessed, another staff member must also be online** to observe the assessments as they take place, to focus on 'invigilation'. Their role will be to minimise risk and ensure that learners are observed closely throughout. This second person does not need to be a subject specialist unless their role also includes assessing learners.

11. Authorised assessors should access the candidate paper, assessment record and, as appropriate, mark schemes and answer books from the Centre's secure portal in order to conduct the assessments. Assessors may not copy, save, print, or email live assessment materials, but can display them on-screen and play recordings to learners during assessments.

12. Video recordings of assessments must be suitably named and stored in a separate folder on the secure portal by assessors, immediately the assessment is concluded. These can be accessed for marking and IQA purposes by authorised staff only.

13. Centres must make it clear to all learners that learners <u>must not</u> record any audio or video or save, copy, or share any of the live assessment materials that they are accessing during the assessment. Learners must not take screenshots or otherwise record any of the content. Live assessment materials must not be available to learners at any time, other than during the assessment when they are being controlled by the assessor and the learners are being closely observed.

14. During assessments, learners must observe the usual regulations for the conduct of assessments. They must not have access to notes or any papers on the desk or in front of them except a blank piece of paper to write information given to them by the assessor or take notes during presentations / discussions. Any notes made during an assessment must be shown to assessors at the end of the assessment and the assessor may request for them to be destroyed immediately.

Receiving and Responding to Information - all levels

Task A Receiving

At all levels, Receiving tasks within the controlled assessment can be carried out remotely one-to-one or with groups of up to 6 learners (maximum). The recordings can be played, and the questions displayed on the assessor's PC and "screen-shared" through the web-conferencing software the Centre is using. The assessor must be able to view all learners at all times during the assessment, so candidate questions should be displayed in a window or split screen whilst the assessor can still see the learners. **The recording must capture the candidates at all times so they must not be obscured by the questions.**

Learners must be instructed that they are not allowed to speak during the assessment (it may be advisable to "mute all" except the assessor) or communicate in any way with other candidates.

The questions on the candidate paper should be displayed on the assessor's screen before, during and after playing the recording and the assessor should read them out in accordance with the instructions in the assessor guidance.

Ascentis has produced blank answer books for Task A online assessments at all levels and these can be found on QuartzWeb. These should be copied to a separate folder on the Centre's secure portal where learners can access them.

The answer books should be downloaded by learners on the day of the assessment and not before. These should be completed electronically on screen during the assessment. Learners must type their responses into the answer book, whilst being observed by the invigilator on video during the assessment. Once completed, candidates should upload their answer book to another folder on the Centre's secure portal whilst still being observed. **This must be done in a way that does not reveal any one learner's responses to others and does not give them an opportunity to edit their responses once submitted.**

All responses must be uploaded / submitted confidentially before the online assessment ends and while the session is still being recorded. Learners **must not** keep a copy on their own PC. They must not have access to the secure folders after they have submitted their completed answer book.

Alternatively, Centres can convert the answer books into a secure online form within their own technology platform for learners to access and complete, provided they are submitted securely and immediately.

Once the answer books have been completed by learners, they become <u>live assessment material</u> and potentially <u>evidence of achievement</u> and as such must be kept securely and confidentially. **<u>Learners are not permitted to email</u>** completed answer books as accessing their email account during an assessment constitutes an unacceptable security risk.

Submissions that are not made immediately, <u>whilst the learner is being observed</u>, will **<u>not</u>** be accepted.

One-to-one
If the learner is unable to complete the answer book electronically, they can give their answers verbally to the assessor, who can type them into an answer book on their behalf. In this situation the assessment will have to be conducted individually and not in a group. The assessor will need to put the learner's name, learner ID and date of birth on the learner answer book. The assessor can record this rather than the learner.

If there is another reason for the assessment to be conducted one-to-one the learner can complete the answer book or online form in the usual way.

Small groups (maximum of 6 learners)
If a Centre wishes to deliver Task A controlled Receiving assessments with small groups, they must use a second member of staff to invigilate and observe the learners.

Centres must take steps to ensure learners do not disclose the Receiving task topics to other learners and one way of addressing this may be to rotate the assessment sets used within a group of learners.

Task B Responding

Level 1 and Level 2 Task B Small groups (3 - 4 learners)
At Levels 1 and 2, Responding tasks within the controlled assessment can be carried out remotely with small groups and Centres <u>must</u> use a second member of staff to invigilate and observe the learners. This second member of staff does not need to be a subject specialist unless their role also includes assessing the learners.

Assessments must be conducted in accordance with the appropriate assessor guidance. **This assessment must be presented to learners' unseen, without prior knowledge of the assessment topic**. The task and topic should be read out and displayed on screen by the assessor <u>after</u> the usual introduction has been completed on video.

Centres must take steps to ensure learners do not disclose the task topic to other learners and one way of addressing this may be to rotate the assessment sets used a group of learners.

Where learners need to write down information, they can do so on a blank piece of paper.

Level 2 Task C One-to-one

At Level 2, one-to-one tasks within the controlled assessment can be carried out online remotely on a one-to-one basis. The assessor can conduct invigilation and marking themselves or a second member of staff may conduct invigilation/marking.

Assessments must be conducted in accordance with the appropriate assessor guidance. **This assessment must be presented to the learner unseen without prior knowledge of the assessment topic**. The task and topic should be read out and displayed on screen by the assessor <u>after</u> the usual introduction has been completed, on video.

Centres must take steps to ensure learners who have completed their assessment do not disclose the task topic to other learners. One way of addressing this may be to rotate assessment sets used within a group of learners.

Where the learner needs to write down information, they can do so on a blank piece of paper.

Speaking - all levels

Task A Presentation/Short Talk

Small groups (2 - 3 or 4 learners according to level)

For Task A at all levels, the Presentation / Short Talk tasks within the controlled assessment can be carried out online remotely with small groups and Centres <u>must</u> use a second member of staff to invigilate and observe the learners. This second member of staff does not need to be a subject specialist unless their role also includes assessing the learners.

Assessments must be conducted in accordance with the appropriate assessor guidance. Group sizes, notification times in advance of assessments, introductions and all other instructions should all be conducted as usual, according to the Assessor Guidance. Where a task suggests different topics for a group each learner should present a different topic, to ensure that no learner is unfairly advantaged or disadvantaged.

Where a learner wishes to show a picture or artefact to the group, this must be done by showing the physical object to their camera and it may not be displayed electronically on screen. No mobile phones or electronic devices may be used for this purpose.

Level 2 Presentation Small groups (3 - 4 learners)

PowerPoint or other presentation software is allowed at Level 2. However, all learners must be visible on screen at all times and so the screen must not show presentation slides rather than the learner, and **the recording must show learners at all times**. Learners may share their presentation slides with their tutor in advance and present from printed handouts or notes, or the Centre may address this another way.

Please consider how your Centre will manage this well in advance, so that details can be included on your Declaration of Intent form

Notes or presentation slides prepared prior to the controlled assessment should be shared with the tutor in advance so that the tutor can check they have been prepared in accordance with the requirements of the assessment.

Task B Discussion

Small groups (2 - 3 or 5 learners according to level)
For Task B at all levels, the group discussion tasks within the controlled assessment can be carried out online remotely with small groups and Centres <u>must</u> use a second member of staff to invigilate and observe the learners. This second member of staff does not need to be a subject specialist unless their role also includes assessing the learners.

Assessments must be conducted in accordance with the appropriate assessor guidance. Group sizes, notification times in advance of assessments, introductions and all other instructions should all be conducted as usual, according to the Assessor Guidance. Where a task suggests different topics for a group each learner should present a different topic, to ensure that no learner is unfairly advantaged or disadvantaged.

Where a learner wishes to show a picture or artefact to the group, this must be done by showing the physical object to their camera and it may not be displayed electronically on screen. No mobile phones or electronic devices may be used for this purpose.

Task C One-to-One Discussion (Level 2 only)

At Level 2, one-to-one tasks within the controlled assessment can be carried out online remotely on a one-to-one basis. The assessor can conduct invigilation and marking themselves or a second member of staff may conduct invigilation/marking.

Assessments must be conducted in accordance with the appropriate assessor guidance. **This assessment must be presented to the learner at the start of Task B** as the content of the two tasks overlap. The task and topic should be read out and displayed on screen by the assessor <u>after</u> the usual introduction has been completed, on video.

Centres must take steps to ensure learners who have completed their Task B and C assessment do not disclose the task topic to other learners. One way of addressing this may be to rotate assessment sets used within a group of learners.

Where the learner needs to write down information, they can do so on a blank piece of paper.

Stepping Stones to Functional Skills – Speaking and Listening

Tasks A and B Small groups (3 - 4 learners)

Tasks A and B within the controlled assessment can be carried out remotely with small groups and Centres <u>must</u> use a second member of staff to invigilate and observe the learners. This second member of staff does not need to be a subject specialist unless their role also includes assessing the learners.

Assessments must be conducted in accordance with the appropriate assessor guidance. **This assessment must be presented to learners unseen, without prior knowledge of the assessment topic**. The task and topic should be read out and displayed on screen by the assessor <u>after</u> the usual introduction has been completed on video.

Centres must take steps to ensure learners do not disclose the task topic to other learners and one way of addressing this may be to rotate the assessment sets used a group of learners.

Where learners need to write down information, they can do so on a blank piece of paper.

Task C Listening

At all levels, listening tasks within the controlled assessment can be carried out remotely one-to-one or with groups of up to 6 learners (maximum). The recordings can be played, and the questions displayed on the assessor's PC and "screen-shared" through the web-conferencing software the Centre is using. The assessor must be able to view all learners at all times during the assessment, so candidate questions should be displayed in a window or split screen whilst the assessor can still see the learners. **The recording must capture the candidates at all times so they must not be obscured by the questions.**

Learners must be instructed that they are not allowed to speak during the assessment (it may be advisable to "mute all" except the assessor) or communicate in any way with other candidates.

The questions on the candidate paper should be displayed on the assessor's screen before, during and after playing the recording and the assessor should read them out in accordance with the instructions in the assessor guidance.

Ascentis has produced blank answer books for Task C online assessments at all levels and these can be found on QuartzWeb. These should be copied to a separate folder on the Centre's secure portal where learners can access them.

The answer books should be downloaded by learners on the day of the assessment and not before. These should be completed electronically on screen during the assessment. Learners must type their responses into the answer book, whilst being observed by the invigilator on video during the assessment. Once completed, candidates should upload their answer book to another folder on the Centre's secure portal whilst still being observed. **This must be done in a way that does not reveal any one learner's responses to others and does not give them an opportunity to edit their responses once submitted.**

All responses must be uploaded / submitted confidentially before the online assessment ends and while the session is still being recorded. Learners **must not** keep a copy on their own PC. They must not have access to the secure folders after they have submitted their completed answer book.

Alternatively, Centres can convert the answer books into a secure online form within their own technology platform for learners to access and complete, provided they are submitted securely and immediately.

Once the answer books have been completed by learners, they become <u>live assessment material</u> and potentially <u>evidence of achievement</u> and as such must be kept securely and confidentially. <u>**Learners are not permitted to email**</u> completed answer books as accessing their email account during an assessment constitutes an unacceptable security risk.

Submissions that are not made immediately, <u>whilst the learner is being observed</u>, will **<u>not</u>** be accepted.

Marking & IQA

Only authorised assessors and IQAs should have access to the folder on the Centre's secure portal to view and assess /IQA Receiving and Responding and Speaking assessment recordings and completed Task answer books.

Recordings of all tasks must be properly and accurately labelled so they can be identified and accessed as required.

Printed Candidate Assessment Papers are required in order to make a claim for learner certification. These cannot be completed electronically. These can only be printed in Centre under the supervision of an Exams Officer or Superuser.

Where printed Candidate papers cannot be accessed at the time of the assessment (e.g., because the Centre is closed), assessors may record marks electronically on a tracking sheet or other device for single or multiple learners in the secure folder, and then transfer the marks to individual printed learner papers, with the assessor's signature, at a later date.

The Task answer books contain marking grids, and these can be printed in Centre and marked for each learner by the assessor, or the assessor can put the Task marks onto a learner's Candidate paper. Marks for other Tasks need to be entered on the candidate paper and signed by the assessor, and where applicable, the IQA. Assessors should note on the front of scripts that the assessment has been completed remotely.

These will need to be made available to EQAs for sampling at the time of External Quality Assurance.

Individual Tasks may be taken at different times and marked separately, but we recommend IQA is carried out after the completion of all Tasks to accurately confirm that the whole assessment has been achieved.

IQA records may be kept electronically and should be uploaded to the secure folder. In the case of electronic IQA records, these do not need to have authentic signatures, but Centres can use electronic tracking and controls instead. The exception to this is IQA1 which must have authentic staff signatures.

Record keeping

Centres will already have in place documentation used for assessment recording, tracking, IQA planning and recording, as well as systems for the collation and saving of learner assessment evidence. As part of that record keeping, **Centres must keep records of the adaptations applied** for every learner, for example by adding this information to existing IQA or assessment tracking records or to attendance lists.

Attendance lists

Electronic attendance lists should be produced and kept in the secure folder. Learners will not be able to sign the list so assessors should indicate attendance on the list on their behalf. Centres / assessors must ensure the authenticity / identity of every learner taking an online assessment.

Ascentis support

- Please contact your EQA if you have any questions or concerns about how to run these assessments.

- Please contact qualityassurance@ascentis.co.uk if you have any queries regarding internal or external quality assurance.

Please note that online or remote assessment is NOT currently permitted for any other Ascentis English or Mathematics Skills units as an adaptation under the EERF/VCRF.

However, Centres do have the option use blended or online delivery models to keep face-to-face contact with learners to a minimum where necessary, and practice assessments may be taken online.

Appendix (I) – Qualifications covered by this guidance

New adaptations (from March 2021)

English Skills
Ascentis Entry Level Award in English - Receiving and Responding to Information (Entry 1) (601/2580/9)
Ascentis Entry Level Award in English - Speaking (Entry 1) (601/2585/8)
Ascentis Entry Level Award in English Skills (Entry 1) (601/3859/2)
Ascentis Entry Level Extended Award in English Skills (Entry 1) (601/3863/4)
Ascentis Entry Level Certificate in English Skills (Entry 1) (601/2572/X)
Ascentis Entry Level Award in English - Receiving and Responding to Information (Entry 2) (601/2570/6)
Ascentis Entry Level Award in English - Speaking (Entry 2) (601/2579/2)
Ascentis Entry Level Award in English Skills (Entry 2) (601/3862/2)
Ascentis Entry Level Extended Award in English Skills (Entry 2) (601/3861/0)
Ascentis Entry Level Certificate in English Skills (Entry 2) (601/2540/8)
Ascentis Entry Level Award in English - Receiving and Responding to Information (Entry 3) (601/0868/X)
Ascentis Entry Level Award in English - Speaking (Entry 3) (601/0870/8)
Ascentis Entry Level Award in English Skills (Entry 3) (601/3860/9)
Ascentis Entry Level Extended Award in English Skills (Entry 3) (601/3858/0)
Ascentis Entry Level Certificate in English Skills (Entry 3) (601/1031/4)
Ascentis Level 1 Award in English - Receiving and Responding to Information (600/7702/5)
Ascentis Level 1 Award in English - Speaking (600/7687/2)
Ascentis Level 1 Award in English Skills (601/3857/9)
Ascentis Level 1 Extended Award in English Skills (601/3856/7)
Ascentis Level 1 Certificate in English Skills (600/8181/8)
Ascentis Level 2 Award in English - Receiving and Responding to Information (601/0928/2)
Ascentis Level 2 Award in English - Speaking (601/0929/4)
Ascentis Level 2 Certificate in English Skills (601/1032/6)

English Stepping Stones to Functional Skills
Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Speaking & Listening (603/4762/4)
Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) (603/4750/8)
Ascentis Level 1 Extended Award in English (Stepping Stones to Functional Skills) (603/4751/X)
Ascentis Level 1 Certificate in English (Stepping Stones to Functional Skills) (603/4754/5)

Other Adaptations and Guidance (in place prior to March 2021)

English Skills
Ascentis Entry Level Award in English - Grammar and Punctuation (Entry 1) (601/2581/0)
Ascentis Entry Level Award in English - Reading (Entry 1) (601/2582/2)
Ascentis Entry Level Award in English - Receiving and Responding to Information (Entry 1) (601/2580/9)
Ascentis Entry Level Award in English - Speaking (Entry 1) (601/2585/8)
Ascentis Entry Level Award in English - Spelling (Entry 1) (601/2578/0)
Ascentis Entry Level Award in English - Writing (Entry 1) (601/2583/4)
Ascentis Entry Level Award in English Skills (Entry 1) (601/3859/2)
Ascentis Entry Level Extended Award in English Skills (Entry 1) (601/3863/4)
Ascentis Entry Level Certificate in English Skills (Entry 1) (601/2572/X)
Ascentis Entry Level Award in English - Grammar and Punctuation (Entry 2) (601/2571/8)
Ascentis Entry Level Award in English - Reading (Entry 2) (601/2568/8)
Ascentis Entry Level Award in English - Receiving and Responding to Information (Entry 2) (601/2570/6)
Ascentis Entry Level Award in English - Speaking (Entry 2) (601/2579/2)
Ascentis Entry Level Award in English - Spelling (Entry 2) (601/2567/6)
Ascentis Entry Level Award in English - Writing (Entry 2) (601/2569/X)
Ascentis Entry Level Award in English Skills (Entry 2) (601/3862/2)
Ascentis Entry Level Extended Award in English Skills (Entry 2) (601/3861/0)
Ascentis Entry Level Certificate in English Skills (Entry 2) (601/2540/8)
Ascentis Entry Level Award in English - Grammar and Punctuation (Entry 3) (601/0867/8)
Ascentis Entry Level Award in English - Reading (Entry 3) (601/0866/6)
Ascentis Entry Level Award in English - Receiving and Responding to Information (Entry 3) (601/0868/X)
Ascentis Entry Level Award in English - Speaking (Entry 3) (601/0870/8)

Ascentis Entry Level Award in English - Spelling (Entry 3) (601/0869/1)
Ascentis Entry Level Award in English - Writing (Entry 3) (601/0985/3)
Ascentis Entry Level Award in English Skills (Entry 3) (601/3860/9)
Ascentis Entry Level Extended Award in English Skills (Entry 3) (601/3858/0)
Ascentis Entry Level Certificate in English Skills (Entry 3) (601/1031/4)
Ascentis Level 1 Award in English - Grammar and Punctuation (600/7792/X)
Ascentis Level 1 Award in English - Reading (600/7688/4)
Ascentis Level 1 Award in English - Receiving and Responding to Information (600/7702/5)
Ascentis Level 1 Award in English - Speaking (600/7687/2)
Ascentis Level 1 Award in English - Spelling (600/7899/6)
Ascentis Level 1 Award in English - Writing (600/7703/7)
Ascentis Level 1 Award in English Skills (601/3857/9)
Ascentis Level 1 Extended Award in English Skills (601/3856/7)
Ascentis Level 1 Certificate in English Skills (600/8181/8)
Ascentis Level 2 Award in English - Grammar and Punctuation (601/0927/0)
Ascentis Level 2 Award in English - Reading (601/0871/X)
Ascentis Level 2 Award in English - Receiving and Responding to Information (601/0928/2)
Ascentis Level 2 Award in English - Speaking (601/0929/4)
Ascentis Level 2 Award in English - Spelling and Vocabulary (601/0930/0)
Ascentis Level 2 Award in English - Writing (601/0931/2)
Ascentis Level 2 Certificate in English Skills (601/1032/6)

English Stepping Stones to Functional Skills

Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Reading (603/4752/1)
Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Writing (603/4753/3)
Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Grammar & Punctuation (603/4755/7)
Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Speaking & Listening (603/4762/4)
Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) – Spelling (603/4758/2)
Ascentis Level 1 Award in English (Stepping Stones to Functional Skills) (603/4750/8)
Ascentis Level 1 Extended Award in English (Stepping Stones to Functional Skills) (603/4751/X)
Ascentis Level 1 Certificate in English (Stepping Stones to Functional Skills) (603/4754/5)

Mathematical Skills

Ascentis Entry Level Award in Mathematical Skills - Addition Skills (Entry 1) (601/2196/8)
Ascentis Entry Level Award in Mathematical Skills - Data Handling (Entry 1) (601/2197/X)
Ascentis Entry Level Award in Mathematical Skills - Subtraction Skills (Entry 1) (601/2203/1)
Ascentis Entry Level Award in Mathematical Skills - Understanding Measures (Entry 1) (601/2207/9)
Ascentis Entry Level Award in Mathematical Skills - Understanding Money and Time (Entry 1) (601/2208/0)
Ascentis Entry Level Award in Mathematical Skills - Understanding Shape and Space (Entry 1) (601/2209/2)
Ascentis Entry Level Award in Mathematical Skills - Whole Numbers (Entry 1) (601/2212/2)
Ascentis Entry Level Award in Mathematical Skills (Entry 1) (601/3827/0)
Ascentis Entry Level Extended Award in Mathematical Skills (Entry 1) (601/3829/4)
Ascentis Entry Level Certificate in Mathematical Skills (Entry 1) (601/2146/4)
Ascentis Entry Level Award in Mathematical Skills - Addition of Whole Numbers (Entry 2) (601/2195/6)
Ascentis Entry Level Award in Mathematical Skills - Data Handling: Collecting and Representing Data (Entry 2) (601/2198/1)
Ascentis Entry Level Award in Mathematical Skills - Data Handling: Extracting and Sorting Data (Entry 2) (601/2199/3)
Ascentis Entry Level Award in Mathematical Skills - Developing and Applying Fraction Skills (Entry 2) (601/2200/6)
Ascentis Entry Level Award in Mathematical Skills - Multiplication of Whole Numbers (Entry 2) (601/2201/8)
Ascentis Entry Level Award in Mathematical Skills - Subtraction of Whole Numbers (Entry 2) (601/2202/X)
Ascentis Entry Level Award in Mathematical Skills - Understanding and Using Money (Entry 2) (601/2204/3)
Ascentis Entry Level Award in Mathematical Skills - Understanding Measure: Length (Entry 2) (601/2205/5)
Ascentis Entry Level Award in Mathematical Skills - Understanding Measure: Weight, Capacity and Temperature (Entry 2) (601/2206/7)
Ascentis Entry Level Award in Mathematical Skills - Understanding Shape and Space (Entry 2) (601/2210/9)
Ascentis Entry Level Award in Mathematical Skills - Understanding Time (Entry 2) (601/2211/0)
Ascentis Entry Level Award in Mathematical Skills - Whole Numbers (Entry 2) (601/2213/4)
Ascentis Entry Level Award in Mathematical Skills (Entry 2) (601/3844/0)
Ascentis Entry Level Extended Award in Mathematical Skills (Entry 2) (601/3830/0)
Ascentis Entry Level Certificate in Mathematical Skills (Entry 2) (601/2145/2)
Ascentis Entry Level Award in Mathematical Skills - Data Handling: Extracting and Interpreting Data (Entry 3) (601/0974/9)
Ascentis Entry Level Award in Mathematical Skills - Data Handling: Recording and Representing Data (Entry 3) (601/0975/0)
Ascentis Entry Level Award in Mathematical Skills - Developing and Applying Addition and Subtraction Skills (Entry 3) (601/1033/8)
Ascentis Entry Level Award in Mathematical Skills - Developing and Applying Decimal Skills (Entry 3) (601/1034/X)
Ascentis Entry Level Award in Mathematical Skills - Developing and Applying Fraction Skills (Entry 3) (601/0976/2)
Ascentis Entry Level Award in Mathematical Skills - Developing and Applying Number Skills (Entry 3) (601/0982/8)

Ascentis Entry Level Award in Mathematical Skills - Developing and Applying Shape and Space Skills (Entry 3) (601/0977/4)
Ascentis Entry Level Award in Mathematical Skills - Division of Whole Numbers (Entry 3) (601/0980/4)
Ascentis Entry Level Award in Mathematical Skills - Measure: Capacity and Temperature (Entry 3) (601/0978/6)
Ascentis Entry Level Award in Mathematical Skills - Measure: Distance and Length (Entry 3) (601/0979/8)
Ascentis Entry Level Award in Mathematical Skills - Money: Adding and Subtracting (Entry 3) (601/0981/6)
Ascentis Entry Level Award in Mathematical Skills - Multiplication of Whole Numbers (Entry 3) (601/0983/X)
Ascentis Entry Level Award in Mathematical Skills - Time (Entry 3) (601/0984/1)
Ascentis Entry Level Award in Mathematical Skills (Entry 3) (601/3840/3)
Ascentis Entry Level Extended Award in Mathematical Skills (Entry 3) (601/3841/5)
Ascentis Entry Level Certificate in Mathematical Skills (Entry 3) (601/1030/2)
Ascentis Level 1 Award in Mathematical Skills - Data Calculations (600/7914/9)
Ascentis Level 1 Award in Mathematical Skills - Handling Data (600/7900/9)
Ascentis Level 1 Award in Mathematical Skills - Measure: Time and Temperature (600/7901/0)
Ascentis Level 1 Award in Mathematical Skills - Probability (600/7902/2)
Ascentis Level 1 Award in Mathematical Skills - Understanding and Using 2D Shapes (600/7904/6)
Ascentis Level 1 Award in Mathematical Skills - Understanding and Using Decimals (600/7790/6)
Ascentis Level 1 Award in Mathematical Skills - Understanding and Using Fractions (600/7789/X)
Ascentis Level 1 Award in Mathematical Skills - Understanding and Using Percentages (600/7791/8)
Ascentis Level 1 Award in Mathematical Skills - Understanding Length, Weight and Capacity (600/7903/4)
Ascentis Level 1 Award in Mathematical Skills - Understanding Numbers (600/7786/4)
Ascentis Level 1 Award in Mathematical Skills - Understanding Perimeter and Area (600/7905/8)
Ascentis Level 1 Award in Mathematical Skills - Understanding Volume (600/7915/0)
Ascentis Level 1 Award in Mathematical Skills - Using Calculations: Addition and Subtraction of Whole Numbers (600/7787/6)
Ascentis Level 1 Award in Mathematical Skills - Using Calculations: Multiplication and Division of Whole Numbers (600/7788/8)
Ascentis Level 1 Award in Mathematical Skills (601/3828/2)
Ascentis Level 1 Extended Award in Mathematical Skills (601/3831/2)
Ascentis Level 1 Certificate in Mathematical Skills (600/7916/2)
Ascentis Level 2 Award in Mathematical Skills - Data Calculations (601/0966/X)
Ascentis Level 2 Award in Mathematical Skills - Handling Data (601/0740/6)
Ascentis Level 2 Award in Mathematical Skills - Probability (601/0741/8)
Ascentis Level 2 Award in Mathematical Skills - Understanding and Using Decimals (601/0967/1)
Ascentis Level 2 Award in Mathematical Skills - Understanding and Using Percentages (601/0968/3)
Ascentis Level 2 Award in Mathematical Skills - Understanding Fractions, Ratios and Proportion (601/0969/5)
Ascentis Level 2 Award in Mathematical Skills - Understanding Length, Weight and Capacity (601/0971/3)
Ascentis Level 2 Award in Mathematical Skills - Understanding Money, Time and Temperature (601/0972/5)
Ascentis Level 2 Award in Mathematical Skills - Understanding Numbers and Formulae (601/0973/7)
Ascentis Level 2 Award in Mathematical Skills - Understanding Shape and Space (601/0742/X)
Ascentis Level 2 Certificate in Mathematical Skills (601/1035/1)

Mathematics Stepping Stones to Functional Skills
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Understanding Numbers (603/4733/8)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Using Calculations: Addition and Subtraction of Whole Numbers (603/4734/X)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Using Calculations: Multiplication and Division of Whole Numbers (603/4735/1)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Understanding and Using Fractions (603/4736/3)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Understanding and Using Decimals (603/4737/5)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Understanding and Using Percentages (603/4738/7)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Measure: Time (603/4739/9)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Understanding Length, Weight and Capacity (603/4740/5)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Understanding Perimeter and Area (603/4741/7)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Understanding Volume (603/4742/9)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Understanding and Using 2D Shapes (603/4743/0)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Handling Data (603/4744/2)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Data Calculations (603/4745/4)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) - Probability (603/4746/6)
Ascentis Level 1 Award in Mathematics (Stepping Stones to Functional Skills) (603/4747/8)
Ascentis Level 1 Extended Award in Mathematics (Stepping Stones to Functional Skills) (603/4748/X)
Ascentis Level 1 Certificate in Mathematics (Stepping Stones to Functional Skills) (603/4749/1)

Appendix (II) – Declaration of Intent form

Here is a link to the online Declaration of Intent form, which must be completed to notify Ascentis of a Centre's intentions to complete controlled assessments remotely. The form must be submitted no less than one week before any remote online assessments are scheduled to take place.

N.B. the online form **cannot be partially completed and saved** for completion at a later time. The contents the form are therefore listed below so you can ensure you have all the required information before completing it.

We can only accept your Declaration of Intent through the online form.

Declaration of intent: English Skills adaptation under the Extended ERF – remote assessment

Before completing this form, it is essential that you have read and understood the latest guidance for the adaptations of English assessments (March 2021).

This form is for you to declare your intent to use the Remote Online Assessment adaptation for Receiving and Responding to Information / Speaking / Speaking and Listening assessments. Remote assessment of any other unit is not permitted.

Centre details

1. Centre Name
2. Name of Quality Nominee
3. Quality Nominee email address
4. Name of Head of Centre
5. Head of Centre email address

Rationale and Arrangements

6. Rationale for using this adaptation (please outline the specific centre / learner circumstances)
7. Which online platform(s) and technology do you propose to use for conducting controlled assessment(s) remotely? Please outline the processes and systems that will be used.
   If presentation software (e.g. PowerPoint) for Level 2 is to be used, please include details of how this will be managed.
8. Have practice assessments been carried out using the same processes (as outlined above) with every learner who will take the live assessment remotely?
9. How will risk be managed during the live assessment?
10. How will the centre monitor the conduct of the assessments and ensure a standardised approach across tutors / assessors?
11. What checks has the centre completed to ensure that no learner will be disadvantaged by using this adaptation? For example, have learners got to the appropriate IT systems and are they confident in using them? Is their home environment suitable for a live assessment to be conducted?
12. Will any learners use a mobile phone instead of a PC/Laptop/Tablet during their assessment? If yes, please state the reason this cannot be avoided.
13. What measures has the centre put in place to minimise the risk of malpractice?
14. When will the assessments take place? Please provide the specific dates if these are known. Otherwise, please give approximate date range.

Declaration

It is the centre's responsibility to:

- determine which learners will be able to use this adaptation and ensure that any learner being assessed remotely is not being either advantaged or disadvantaged by the adaptation

- ensure that learners are fully aware of their right to delay the assessment until face-to-face assessment is possible, if this is their preference

- provide training to all relevant staff in the requirements as specified by Ascentis (as per the latest Ascentis EERF English and Maths Qualifications Guidance document) as well as in the processes and systems

- ensure that all relevant staff understand the requirements for security and confidentiality of the live materials before, during and after the live assessment(s). Live assessment materials must be kept confidential from learners as appropriate to the task and level in the usual way – please refer to the Assessor Guidance

- ensure that for every live assessment completed remotely, a video recording is taken, saved securely, and made available to Ascentis upon request

- ensure that learners are fully aware that copying / recording / sharing the content of live assessment materials in any way is forbidden

- ensure that once the live controlled assessment is complete, all evidence is stored securely and confidentially by relevant staff as this is the equivalent of a live script.

15. I confirm that I have read and understand the above responsibilities
16. Your name
17. Your role within the centre
18. Your email address (if not listed at the beginning of this form)

Appendix (III) – Checklist for conducting remote online assessments

- Ensure that the video recording of the session has started. ☐

- Introduce the staff members present and their roles. ☐

- Remind the candidate(s) that the session is being recorded. ☐

- Confirm which assessment is to be taken. ☐

- Explain the process to the candidate(s). ☐

- Check that the candidate(s) do not have access to anything which might compromise assessment (e.g. notes / mobile phones). ☐

- Remind the candidate(s) that they are not allowed to communicate in any way with, ask for help from or give help to another candidate while the assessment is in progress. ☐

- Ask the candidate(s) to introduce themselves. ☐

- Carry out the assessment. ☐

- Instruct the candidate(s) to submit their completed answer books (if relevant) while still being video recorded. ☐

- Ensure that the candidate(s) dispose of any notes they have made. ☐

- End the session. ☐

- Securely save the recording of the session and the answer books (if relevant). ☐

Appendix (IV) – Further Information on August 2020 Adaptations

Centres are permitted to scan in and send selected assessments electronically to EQAs for verification in exceptional circumstances.

Please note that assessors may **not** use electronic or scanning methods to mark assessments, and internal quality assurance should **not** be carried out electronically on live assessment papers.

This is a change to the normal process, where original copies of completed assessments must be sent through secure and tracked post. Where local restrictions are put in place that would make the posting of original assessments overly burdensome, we will allow Centres to scan in those scripts selected for sampling by an External Quality Assurer (EQA). These scanned copies can be sent to the EQA if this helps to avoid disadvantaging learners who would otherwise not receive timely results and certification.

Risks

- There is a risk that Centres will not send these through secure / encrypted platforms which imposes a higher risk of the integrity of the qualification becoming compromised.

- There will be duplicate copies (possible multiple duplications), both hard copy and electronic, which increases risk that there may be a breach of assessment confidentiality.

- There is a risk that the scanning equipment held in Centres do not scan in colour or to a high enough quality for the marks or learner responses to be clearly seen.

- Electronic copies may be easier to tamper with. Content can be deleted/changed and so the authenticity and validity of the assessment responses may be less secure.

Ascentis therefore stipulates a number of conditions to mitigate risk if a Centre wishes to use this adaptation:

- Centres **MUST retain ALL original copies** of documents they have scanned in, if claiming achievement this way under the EERF. Ascentis reserves the right to request the original copies at any time during the period of the EERF (i.e. until 31st July 2021).

- EQAs may request original copies as part of the verification process if they are not satisfied with the scanned versions (for whatever reason) and Centres must be able to provide these prior to achievement being confirmed.

- Centres must train staff in scanning documents into appropriately labelled and organised folders / files, so that documents can be easily identified / located / signposted to EQAs.

- Centres must devise a documented process for securely sending electronic copies of live assessments while mitigating the risk outlined above. This should cover the management, monitoring and deletion of any electronic copies made.

This adaptation will be permitted **as a last resort** and a rationale will be required from the Centre as to why the original copies cannot be sent and how they plan to mitigate the risk identified.

If it is necessary for a Centre to use this adaptation, they must email qualityassurance@ascentis.co.uk in advance, to provide information relating to the specific circumstances preventing original copies from being sent for verification. The Centre must provide Ascentis with information on how they will be encrypting the documents / assessments and/or which secure platform they intend to use to share the confidential material.