

## Guidance for assessing during COVID-19 restrictions

### Identify the groupings and options for your current provision

Identify the group your learners/qualification is in and ensure you fully understand the options available to your provision - this information can be found on the AIM website here <https://www.aim-group.org.uk/services/aim-qualifications/centres/covid-19/vcrf/>

### Review your current provision

Using the grouping and options, review your provision and the impact the options will have. Identify any gaps in completion (as cohorts or individually for your learners).

To ensure that learners can achieve their qualifications and develop their skills, knowledge, and behaviours to be able to progress effectively to their next endeavour we expect that our centres, in the first instance, consider their provision and component/unit selections within qualifications.

If, you have reviewed the components available, and you do not feel a change to the components are appropriate or achievable by your learners during this academic year, we would be looking for the assessments to be reviewed holistically and evidence from other assessments and components to be used and cross referenced. It is good practice to plan for the learners fully achieving the internally assessed components as much as possible.

Do not forget to map the evidence between the components and make it clear where the evidence can be found (if only one of these components are selected for verification, it is your responsibility to ensure the holistic evidence is also included).



## Are you doing the best mix of components for the current situation?

Most of the AIM qualification suites have plentiful optional components which may be completed by learners and some will lend themselves to remote learning and assessments. Consider whether you can switch these around to be achieved remotely.

Do not forget to check your e-RAC for these components, any which are missing can be added using a Course amendment form (there is no charge for this).



### Holistically Assess

Holistic assessment refers to the process of using multiple sources to continually gather information on a learner's development and achievement. By linking different aspects of learning through a holistic assessment the assessor can gain a more accurate picture of the learner's achievement more than if it were based on just one assessment. If this is done via multiple tasks at different stages the learner has numerous opportunities to achieve.



## Teacher Assessed Grades Considerations

The grouping of your qualification will determine whether this is an option and to what extent this can be applied. You should refer to your grouping page for further guidance as to how this is applied for and implemented. Information on this is found on the AIM website

<https://www.aim-group.org.uk/services/aim-qualifications/centres/covid-19/vcrf/>

If, you have reviewed the holistic assessments that have taken place and still find that there are assessments which your learners were unable to complete due to COVID-19 restrictions, we will be working with the Ofqual recommendations and regulatory requirements to ensure that learners are not disadvantaged and will allow teacher assessed grades (TAGS) to be awarded. Where the grouping allows for this mitigation, we would be expecting a range of supporting evidence to be available and that the mitigations requested will be minimal and clearly explained by the learner history, engagement, and achievements in the programme they have been able to attend and action. You will also need to provide an explanation of why the learners were unable to complete their planned assessments.

There will be, in this situation, a minimum evidential threshold in place for this scenario and any component being claimed for must have some evidence generated by the learner included. The qualification specific minimum evidential threshold will be available on the website

<https://www.aim-group.org.uk/services/aim-qualifications/centres/covid-19/vcrf/>

### Applying for Teacher Assessed Grades (TAG)

We will be asking centres with learners impacted by the widespread closures caused by COVID-19 to identify the evidence they do have available to support their teacher assessed grade (TAG) decisions for moderation.

For each qualification, we have identified a minimum evidential threshold that learners must meet. All evidence provided by centres will vary and we are keen to provide centres with support in identifying what is trusted and reliable evidence to support the teacher assessed grade (TAG).

AIM must be able to ensure that our own moderation plans use sources of reasonably trusted evidence along with a sufficiently robust basis for quality assurance.

**This means that where there is:**

- little or no banked units or components already claimed for that cohort
- supporting evidence provided by the centre is not deemed to be valid or reliable in relation to the learner's performance
- little opportunity or evidence to undertake quality assurance of that evidence

We may determine that we are unable to issue a TAG result. Where this is the case, we will work with you to try and identify other evidence which may be available or to ensure that any delayed assessment is completed as soon as possible.

This document has a list of possible evidence you may be able to access to support your claim for a TAG. We do not expect you to be able to provide it all, it is a guide to make suggestions only. The list is not exhaustive, and you may think of other evidence which is appropriate.

We have **RAG** rated the possible evidence in this document to guide you as to the reliability and validity as a standalone piece of evidence or as alongside other evidence.

The more of the **GREEN** evidence you have for your cohort the better. Where you are struggling to find **GREEN** evidence, you will need to be building up your evidence with the **AMBER** and **RED** examples to support, these are more challenging to moderate and make decisions with therefore you should be aware that a reliance on **RED** evidence will be at greater risk of us being unable to issue a TAG result.

As part of the evidence, you present to your external verifier, you should include a completed "VCRF evidence checklist – TAGS" which uses the examples in this document.

Group 1 and 2 Information provided by centres in relation to a Learner's performance at qualification level and component level						
Type of evidence	Who might provide this evidence?	How would this evidence be used?	Usefulness for assessment/grades as standalone evidence	Reliability for assessment/grading decision as standalone evidence	Usefulness for assessment/grades as evidence alongside other items	Reliability for assessment/grades as evidence alongside other items
Evidence of mitigations already applied and/or supporting evidence for the reason for needing TAGs	Centre	To evidence why the learner needs a TAG awarding and what mitigations have been applied already				
Completed and certificated components on the programme for the Learner's (Banked components)	Centre - retained evidence AIM completed eRAC/ certificates	This will provide historical data and evidence of achievement for the learners in cohort.				
Interim based External Verification Reports for this cohort/eRAC number	Centre - retained report AIM - Report from centre file	Provides confirmation of the assessment and grading profile that was taking place at the time of interim EV and clarification of the QA process in place. May be used to confirm all assessment if no further assessment has taken place since this visit				
Final/Claim based External Verification Reports for other learners on this cohort/ eRAC number	Centre - retained report AIM - Report from centre file	Provides confirmation of the assessment and grading profile that was taking place at the time of claim/final EV. Clarification of the QA process in place. May be used to confirm all assessment if no further assessment of learner evidence has taken place since this visit. A final EV report may cover some units which were claimed previously for the overall cohort or it may be to cover some learners in the cohort who had completed whilst others had not done so				
Completed, uncertificated units of learner evidence available to EV	Centre	This will provide evidence of completed units which will be confirmed as appropriately achieved by the EV/AIV, this can then support the calculated achievement for other units				

Group 1 and 2 Information provided by centres in relation to a Learner's performance at qualification level and component level CONT'D						
Type of evidence	Who might provide this evidence?	How would this evidence be used?	Usefulness for assessment/ grades as standalone evidence	Reliability for assessment/ grading decision as standalone evidence	Usefulness for assessment/ grades as evidence alongside other items	Reliability for assessment/ grades as evidence alongside other items
QA5 reports for this cohort (evidence of prior unit claims through direct claims)	Centre	Provides confirmation of the assessment and grading profile that was taking place at the time of claim/AIV Sampling. Clarification of the QA process in place. May be used to confirm all assessment if no further assessment of learner evidence has taken place since this visit. A final QA5 report may cover some units which were claimed previously for the overall cohort or it may be to cover some learners in the cohort who had completed whilst others had not done so.				
Partially completed learner evidence/units (outline the % of this that is complete vs TAG)	Centre	The learners grade based on the evidence completed already.				
Mock Exam results including exam papers available now remotely	Centre	The learner's grade based on their completion of mock exams under controlled conditions				
Standardisation records of mock exam results	Centre	The learner's grade achieved from mocks that have been ratified by another person or team				

Group 1 and 2 Information provided by centres in relation to a Learner's performance at qualification level and component level CONT'D						
Type of evidence	Who might provide this evidence?	How would this evidence be used?	Usefulness for assessment/ grades as standalone evidence	Reliability for assessment/ grading decision as standalone evidence	Usefulness for assessment/ grades as evidence alongside other items	Reliability for assessment/ grades as evidence alongside other items
Periodic assessment data held for internal monitoring and support identification	Centre	To show the progress of the learners through the programme and expected progress	Yellow	Yellow	Green	Green
Informal assessments such as observation records and in class activity	Centre	To show the progress of the learner through their course and to support the evidence of teacher assessed grade	Yellow	Yellow	Green	Green
Additional documents that will support the evidence base for Groups 1 and 2						
Observation records of learner activity	Centre	Witness statements and observation records in activity may provide evidence for criteria elsewhere or to support the assessment decision but must not be used solely	Yellow	Yellow	Green	Green
Standardisation records for 2020-21 academic year	Centre	To inform of the measures taken to ensure consistent approach to assessment across the programme or programmes	Red	Red	Yellow	Yellow
Reference for learner	Centre	A summary of the learners' attitude towards their studies, progress through the course and achievement. This could be by assessor/tutor or also could be from a placement supervisor	Yellow	Yellow	Green	Green

Group 1 and 2 Information provided by centres in relation to a Learner's performance at qualification level and component level CONT'D						
Additional documents that will support the evidence base for Groups 1 and 2						
Evidence of adherence of submission dates	Centre	Evidence that the learner adheres to submission dates is evidence of the learners' approach to study and expected approach				
Learner support records/received	Centre	Any records of learner support to evidence a learner's progress and achievement. This may also outline why the learner has been unable to complete the internal assessments set				
Schemes of Work and lesson plans where relevant	Centre	To show what content has been missed during closure and to match across to the assessment which has been completed so far				
Attendance register for cohort	Centre	To evidence that the learners attended and were progressing through the course as they would be expected to. This can also explain gaps in learner completion and the reason for TAGs				



Group 3 – Information held by the Awarding organisation -historical data about qualification functioning						
Type of evidence	Who might provide this evidence?	How would this evidence be used?	Usefulness for assessment/grades as standalone evidence	Reliability for assessment/grading decision as standalone	Usefulness for assessment/grades as evidence alongside other items	Reliability for assessment/grades as evidence alongside other items
External assessments already completed	AIM	A review of the grades already achieved and the grading profile of the learner/cohort/qualification/centre	Useful	Reliable	Useful	Reliable
Internal assessments already completed (verified through CASS or by EV)	AIM/AIV at centre	A review of the grades already achieved and the grading profile of the learner/cohort/qualification/centre. Is this a typical claiming pattern and results profile for the centre	Useful	Reliable	Useful	Reliable
Centre direct claims monitoring report	Centre - retained report AIM - Report from centre file	To inform of the AIVs approach and adherence to the AIM requirements for direct claims relative to specific qualifications	Useful	Reliable	Useful	Reliable
Calculated grades from 2020	AIM and/or centre	A review of the CAGs awarded in 2020 for the cohort, qualification or individual learners	Useful	Reliable	Useful	Reliable
Additional documents that will support the evidence base for Group 3						
Subject area risk rating	AIM	To inform of the history of the centres approach to this qualification	Useful	Reliable	Useful	Reliable
IQA risk rating of programme and assessors	Centre	To inform of the IQA approach to the programme and assessors, which units are higher risk in terms of a TAG achievement	Useful	Reliable	Useful	Reliable
Staffing profile for the qualification	Centre	To identify the experience and occupational experience of the assessment staff in making these predictions and identify turnover in staffing	Useful	Reliable	Useful	Reliable

Group 3 – Information held by the Awarding organisation -historical data about qualification functioning CONT'D						
Additional documents that will support the evidence base for Group 3						
Centre compliance report	Centre - retained report AIM - Report from centre file	To inform of the history of the centres approach to AIM qualifications as a whole				
QIP	Centre	To inform of the centres approach to quality assurance and the reliability of the data				
Historical Claim data for the qualification in that centre	AIM	To identify if this was a typical claim for a centre in terms of time periods, numbers of units being achieved, exam achievement rate and the achievement rates				

## Special Consideration

Where your learner is not eligible for a predicted grade awarded and extenuating circumstances have impacted their completion, the normal special consideration process will continue to be available. You may also apply for special consideration in addition to TAGs for learners where there has been further impact on their completion of their studies.

Further guidance on this can be found in the Reasonable [Adjustments and Special Considerations policy](#) on the AIM website.