

Education

Updated on 31 March 2021

The following qualifications have been designated as eligible for alternative assessment for assessments taking place in the 2020-21 academic year.

Learners who have been unable to complete their assessments (face to face or remotely) will be eligible for alternative assessment and the award of a Teacher Assessed Grade (TAG). This document will outline the minimum expected evidential requirements to allow for a TAG to be awarded.

The specific areas mentioned below may also be suitable for adaptations applied. There can be a combination of adapted assessment and TAGs for each learner.

Qualifications which have been designated as alternative assessment have been reviewed by the team at AIM and where appropriate, professional body guidance sought to confirm that the adaptations would be accepted.

If you are running any of the programmes listed below, the delivery team should decide if you can provide adapted assessment. The internal verifier (or direct claims verifier) will be expected to update their IV records to reflect this and an adaptation to assessments taking place must be approved by the IV for your setting and learner demographics. The EV team will expect to see this at EV appointments.

For a learner to be eligible, the e-RAC dates must show as being on programme during the 2020-21 academic year.

The following qualifications have TAGs and adapted assessment agreed.

AIM Qualifications Level 1 Award in Introduction to Youth Work	603/2786/8
AIM Qualifications Level 1 Certificate in Introduction to Youth Work	603/2787/X
AIM Qualifications Level 2 Award in Breastfeeding Peer Support in Hospital	603/1368/7
AIM Qualifications Level 2 Award in Delivering Information, Advice or Guidance	600/6768/8
AIM Qualifications Level 2 Award in Engaging with Offenders in a Custodial Setting	603/2149/0
AIM Qualifications Level 2 Award in Peer Support Skills: Breastfeeding	601/5551/6
AIM Qualifications Level 2 Award in Youth Work Practice	601/5545/0
AIM Qualifications Level 2 Award in Youth Work Principles (England)	603/6443/9
AIM Qualifications Level 2 Certificate in Delivering Information, Advice or Guidance	600/6769/X
AIM Qualifications Level 2 Extended Award in Engaging with Offenders in a Custodial Setting	603/2154/4
AIM Qualifications Level 3 Award in Peer Mentoring for Learning	601/1293/1
AIM Qualifications Level 3 Award in Supporting Offenders in a Custodial Setting	603/3208/6

AIM Qualifications Level 3 Certificate in Supporting Offenders in a Custodial Setting	603/3209/8
Suite of Delivering Information, Advice or Guidance	
Suite of Engaging with Offenders in a Custodial Setting	
Suite of Introduction to Youth Work	
Suite of Peer Support Skills: Breastfeeding	
Suite of Peer Mentoring for Learning	
Suite of Supporting Offenders in a Custodial Setting	

Adaptations applicable to the requirements in the qualification handbook

These qualification suites may require an element of evidencing practical skills and adaptations allow learners to evidence this but with simulation and remote observations. Any witness statements may be completed by a supervisor and submitted to the assessor for assessment.

Practical activity

Evidence may be assessed by direct observation of performance and must consist of **at least two of the following:**

- annotated photographs
- detailed witness statements, these can be completed by a supervisor and then assessed by the assessor
- video (with narration or written log)
- learner log/evaluation
- peer observation report
- remote observation – this will be evidenced by recording of the observation or screen shots/transcripts

Artefact/product evidence and resource requirements

Where the unit requires learners to produce an artefact or physical product, the artefact or product must be provided for the Internal and External Verifier unless this is impractical (for example if the product is consumable), in which case several annotated photographs, audio or video recordings of the artefact are acceptable evidence. This will apply to those unable to provide physical evidence for external verification.

Subject focused components could be prioritised to be completed when learners are on site due to the specialist nature of standards linked to them (accommodating specialist work area, protective personal equipment and specialist equipment).

The direct observation of learners' practical ability by a qualified assessor could include:

- practical skills and range assessments carried out on 'clients' from the learner's educational or workplace bubble
- evidence collection could be cross referenced from another component already achieved to cover a range
 - clustering the performance of multiple treatments and services on individual 'clients'/learners to maximise the evidence opportunities of performance criteria and range, limiting close proximity timescales associated with providing treatments or services to increased numbers of clients
- any components which state that observation of practical ability must be shown as part of the assessment criteria can be presented remotely and with use of video/photographs

Authenticity of learner evidence and activity

A learner declaration that all work produced is their own – an electronic confirmation will be accepted.

Claiming Teacher Assessed Grades

How do I claim a Teacher Assessed Grade?

1. Review the VCRF evidence guide and checklist found [here](#) and complete the evidence checklist to summarise the evidence available for your learners meeting the requirements of the minimum evidential threshold for the qualification.
2. Ensure your centre has submitted the VCRF Head of Centre Declaration Form and uploaded this on the portal (quartz.aimawards.org.uk) as a document (you can find a video to support uploading documents here [Uploading documents to the AIM portal](#)).
3. Arrange your external verification activity by contacting your EV directly or request online [here](#).
4. Upload your eRACs, remember to complete any components which are TAG as a calculated achievement and any which are fully completed as a normal achieved/not achieved (or pass/merit/distinction). Please use the notes during your upload to identify TAG or No TAGS on that claim.
5. Provide to your EV copies of the head of centre declaration and evidence checklist. The EV will then contact you to agree the sample of evidence for EV and proceed with the external verification activity.
6. The EV will confirm that the claim is sufficient and will verify the eRACs if appropriate.
7. AIM will review the claims against expected qualification and centre claims and approve certification.

Completing an e-RAC for the Teacher Assessed Grades

- You can find videos to support completing an eRAC [here](#) and there is portal guidance [here](#)
- Components which are completed in full should be marked as normal (Achieved/Not achieved or Pass/Merit/Distinction/Fail)
- Components which are TAG grades should be marked as Achieved (Calculated) / Not achieved (Calculated) or Pass (Calculated) / Merit (Calculated) / Distinction (Calculated) / Fail (Calculated)
- You should then upload and verify your e-RACs as usual. Please use the notes section to identify if there are TAGs in this e-RAC claim

Minimum Evidential Requirements for Teacher Assessed Grades (TAGs)

At Entry Level / Level 1

A maximum of 50% of the qualification content may be assessed by Teacher Assessed Grades (TAGs).

All remaining content must be evidenced in full and should be spread across the mandatory and optional components.

Banked completed evidence from 2020 will count towards the 50% completed evidence if it is on the same eRAC.

Where a qualification was partially claimed using centre assessed grades (CAGs) in the summer of 2020, the CAG components and/or standards should be counted in the 50% teacher assessed grades and do not count towards the 50% coverage of completed assessment.

At Level 2 and Level 3 and above

A maximum of 25% of the qualification content may be assessed by Teacher Assessed Grades (TAGs).

All remaining content must be evidenced in full and should be spread across the mandatory and optional components.

Banked completed evidence from 2020 will count towards the 25% completed evidence if it is on the same eRAC.

Where a qualification was partially claimed using centre assessed grades (CAGs) in the summer of 2020, the CAG components and/or standards should be counted in the 25% teacher assessed grades and do not count towards the 25% coverage of completed assessment.

At all levels there must be evidence that the learner has the appropriate skills, knowledge, understanding and behaviours related to the qualification subject and level of qualification.

Alternative evidence to support the TAGs could include:

- Holistic evidence sourced from other assessments or components
- Witness statements
- Previously banked component marks and grades (excluding Centre assessed grades from 2020)
- Internal assessment marks and grades not yet subject to Centre Assessment Standards Scrutiny or External Verification
- Partially completed internal assessments
- Classwork or homework assessments
- Mock examinations
- Informal assessments

You should refer to the evidence guide and evidence checklists to apply these to your claims.

Ofqual centre guidance on making objective judgements

Ofqual have released Guidance for centres on making judgements that will support awarding in 2021: [Information for centres about making objective judgements.](#)

'This document is for teachers who are involved in making judgements that will support qualification awarding in 2021. It is designed to help teachers make those judgements as objectively as possible, to promote fairness and minimise bias.'

'This document applies in cases where teacher judgements determine the final grade for a particular qualification. It also applies in cases where teacher judgements contribute to the final grade. It applies equally to judgements relating to students based at centres and those who are either home-educated or are private candidates'