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| Monitored | Quality Assurance |
| Responsibility | FET Director |
| Approval/Governance | QA Steering Group, FET Management (PAC) |

# WWETB COVID-19 Assessment Contingency Plans

WWETB’s plans are based on what is deemed reasonable as alternative methods of assessment to those previously validated or detailed in component specifications. By reasonable, it is meant that the learning outcomes can continue be assessed, and that plans and amendments are approved by quality assurance governance structures.  Collective consideration and QA governance are critical in regulating this approach.

**Overarching Principals:**

WWETB will work towards meeting the QQI June deadline (where at all possible) using the following overarching principles:

1. Learners will be communicated with regularly using appropriate methods to keep them informed
2. Alternative methods of assessment do not act as precedent after the conclusion of COVID-19 measures
3. All exams (exceptions outlined below) will be replaced with alternative methods of assessment which will:
   * Enable learners to submit recorded skills demonstrations remotely
   * Allow for skills demonstrations, practical exams or exams that cannot be delivered remotely to take place where required adhering to HSE guidelines
   * Require teachers/tutors to identify learners that:
     + Do not have access to digital technology and the internet
     + Require access to learning resources
     + Require time management/self-directed learning skills
   * Consider a centralised approach to developing a loan system for devices that can be provided to learners
4. Internal Verification must take place
5. Courses with CAO implications will be processed for certification as a priority
6. External Authentication will take place in May if possible. It may be possible for EA to take place remotely where possible. The EA authentication strategy may be reduced where necessary, based on the previous 100% EA approach.
7. The role of the Quality Steering Group to review and approve alternatives methods of assessments will be used where possible but will not be feasible in every instance. Alternative methods of assessment will be reviewed at centre level and reviewed by programme based subject matter experts where possible.
8. Any issues that arise are addressed in the first instance with the Line Manager/Principal/co-ordinator and then with the support of the Quality Assurance team and the Director of Further Education and Training.
9. All staff will be will receive communications around contingency planning.
10. On-going engagement with both ETBI and QQI will continue.

## WWETB Continency Plans Governance Structures

Centres & Programmes

Oversight & consultation group for policy, plans and approach to alternative assessment

Approval function with regard to policy, plans and approach to alternative assessment

Contingency plans developed and communicated. Centres and teachers supported in alternative assessment

Detail of each contingency assessment reviewed and approved at centre level

Quality Assurance Team

QA Steering Group

FET Management Team/Programme Approval Committee

## WWETB Contingency Assessment Process

****In this unprecedented situation, WWETB’s main focus is the completion of our learners who are due to finish their course in May/June 2020 and their submission for QQI Major Awards at Level 5 or 6 in the June 2020 certification round. This primarily affects PLC and VTOS learners and any BTEI learners due to complete their **Level 5 or Level 6** programme at this time.

With regard to Level 1-4 programmes which had not completed all assessment, the default position at this time is postponement. Some exceptions exist for example:

* Level 4 VTOS learners who are in year 2 and due to complete in June, alternative assessment may be considered.
* Level 4 & 5 ESOL programmes are planned to submit for August, alternative assessment may be considered if centre closures continue for an extended period.

Assessment Instrument Specifications (AIS); the default position for programmes using secure AISs is postponement. Where any programmes using AISs have learners at Level 5 or 6 who may have CAO or job implications, we will facilitate the completion and certification of these learners where possible.

**Exams**

It was decided by FET management that final exams (theory, practical or skills demonstration) due to take place in late April or early May will not now take place.

All teachers were directed to create alternative assessment instruments for the assessment that has yet to take place in their modules.

These assessments, including marking schemes, should be created, issued to learners, returned by learners and marked by teachers by the necessary date determined by each centre or programme.

It is the primary responsibility of each teacher subject matter expert to determine the most appropriate alternative assessment instrument for their modules. Alternative assessment instrument should be verified by peer review or coordinator review at centre level.

If a teacher determines alternative assessment is not possible and sufficient assessment has not been completed to certify the learner, then postponement is the only option available. Centre Management / Principal / Coordinator MUST be consulted before this option is confirmed and arrangements for the postponed assessment made.

All teachers are required to complete the attached **CVD19 - Module Assessment Status Report**, one for each module that they deliver. These should be returned to your Principal or Coordinator **AND** copied to [quality@wwetb.ie](mailto:quality@wwetb.ie) by close of business on Wednesday 1st April.

In relation to **end of year examinations** we are directing centres to:

* Inform staff to convert end of year examinations into alterative assessments, these could take the form of assignments, essays, project, case studies or open booked exam. QQI have suggested and approved this contingency plan. Staff will need to check the module descriptor to ensure outstanding learning outcomes are covered.
* Use QQI & WWETB assessment guidelines to create the most appropriate assessment instrument and accompanying briefs and marking schemes. The most appropriate solution is completely module dependant, we are relying on the professionalism of our teaching staff to create what is most appropriate for them and their learners. The QA team can be contacted for advice and support on alternative assessment [quality@wwetb.ie](mailto:quality@wwetb.ie).
* These will need to be able to be completed remotely and submitted remotely (email, office365, moodle etc.).
* The collaboration library on the WWETB QA SharePoint site <https://wwetb.sharepoint.com/sites/QA/default.aspx> can be used by staff to upload their assignments to a centralised base to share resources. This may reduce the workload on other staff.
* We suggest teachers support each other and perhaps agree to design an assignment collaboratively or review each other’s solutions.
* Teachers/tutors should aim to have revised/alternative assessments issued to all learners by the 3rd of April or as soon as possible thereafter. Learners need to be given sufficient time to complete and return, also allowing time for marking, grading and submission of results.
* Submission date should coincide with the date the examination was due to be held, helping to keep end of year processes on schedule. There may be some later submissions due to excessive assignment volume which will need to be accommodated.
* A text should be sent by centres to learners to ask them to check their WWETB emails for the new assignments or schedule for their open book remote exam.
* Some learners will not have access to PCs or Wi-Fi, in this case either a) they could be posted out the assignment brief and supporting information or b) assessment will have to be postponed to August/September.

**Deferral of Exams**

Deferral of a learner’s exams to the next available sitting may be possible in certain circumstances:

* alternative assessment is not possible
* the learners cannot complete alternative assessment due to compassionate consideration or reasonable accommodations
* the learner is significantly disadvantaged by the alternative assessment method/technique

**Skills Demonstrations / Practical Examinations**

Alternative assessment methods can be used for skills demonstration /practical exams if possible.

* Skills demonstration /practical exams could be done remotely, and alternative online assessment evidence created e.g. video clip, photographs of a practical with learner record, blog etc.
* Where this is not possible the only option is postponement. Any postponement must be confirmed with Centre Management / Principal / Coordinator.
* Some examinations with other awarding bodies e.g. ITEC cannot be changed and the QA unit will need to be made aware of what is rescheduled for August/ September.

**Work Experience/Work Placement**

There will be different options available depending on the completion status for each learner. The attached **CVD19 – Work Experience Completion Status** needs to be completed for each learner, one per class group. These should be returned to your Principal or Coordinator **AND** copied to [quality@wwetb.ie](mailto:quality@wwetb.ie) by close of business on Wednesday 1st April.

1. For the learners who had not started, we are looking at only three options:
   1. Postponement (the least preferred option).
   2. QQI expand the pool of WorkExp/WorkPlacement electives to include 5N2985 Personal and Professional Development, then this is completed instead.  There is a lot of overlap with the theory elements of work experience and communications.  This may require not too much additional work.
   3. Investigate if RPL or APL is possible based on past employment history of each learner
2. For learners reasonably close to completion of placement hours, we suggest just putting them through. Suggesting perhaps >80% complete, e.g. 8 out 10 days complete, or greater than 48 out of 60 hours complete. Equivalent for programme with higher required hours.
3. For learners who had started but not close to completion:
   1. learner can supplement any missing days/hours via a written diary, case study, reflective piece of work which would be marked alongside the Supervisor's Report.  Minimum cut-off to be determined.
   2. Investigate if RPL or APL is possible based on past employment history of each learner.

Where workplaces are now closed it may prove difficult to obtain supervisors reports.  Obviously, every effort needs to be made to obtain the report, an email or scanned version of supervisors reports will need to be sufficient.

**Internal Verification**

At this moment, based on the current government advice, we are planning for Internal Verification to take place at the scheduled dates in May. This may change as things progress and will we look at options at that time.

**External Authentication**

At this moment, based on the current government advice, we are planning for External Authentication to take place at the scheduled dates in May. External Authenticators have been scheduled for all programmes for the June certification period and these remain in place. This may change as things progress and will we look at options at that time.

**Appeals**

The Appeals process remains as planned. Cut-off dates may change relative to any change to CAO dates.

**Further Advice and Support**

Where further advice and support is required please email: [quality@wwetb.ie](mailto:quality@wwetb.ie)

**KEY DATES:**

**WEDNESDAY 1ST April 2020**

Submission Of:

* CVD19 - Module Assessment Status Report,
* CVD19 – Work Experience Completion Status

To *Principal/Coordinator* and *cc’d* to [quality@wwetb.ie](mailto:quality@wwetb.ie)

**FRIDAY 3RD April 2020**

Final date that Assignments should be sent to students

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**CVD19 - Module Assessment Status Report**

Please complete 1 form per module per class group.

|  |  |
| --- | --- |
| Centre/Programme |  |
| Module Code and Title |  |
| Target QQI Major Award |  |
| Teacher/Tutor Name |  |
| Teacher/Tutor Contact Number |  |

**Assessment Status (enter 1 line for each assessment element)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment Title | Assessment Technique as prescribed in programme descriptor | Percentage Weighting | Completion Status (Complete, Not Started, Partially complete) | Alternative Assessment Required  (Yes, No) |
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**For each assessment element that needs an alternative, enter summary detail here**.

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| Assessment Element to replace: |  |
| Summary of why, and the alternative assessment method you are planning. Include how you are planning to distribute to learners and have learners submit. | |

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| Summary of why, and the alternative assessment method you are planning. Include how you are planning to distribute to learners and have learners submit. | |

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| Summary of why, and the alternative assessment method you are planning. Include how you are planning to distribute to learners and have learners submit. | |

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| Notes, Comments, Issues |
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Please complete and return to: ………………………………………………..

Must be returned by (Date): …………………………………………………….

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**CVD19 – Work Experience Completion Status**

Please complete 1 form per class group.

|  |  |
| --- | --- |
| Centre/Programme |  |
| Target QQI Major Award |  |
| Required W.E. hours for Major Award |  |
| Local Course Name (if different) |  |
| Class Group Name (if required) |  |
| Teacher/Tutor/Coordinator Name |  |

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| --- | --- | --- | --- |
| Enter names alphabetically by Last Name | | Completion Status (Complete, Not started, or number of hours | W.E. Supervisor’s Report Returned  (Yes, No) |
| **First Name** | **Last Name** |
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| Notes, Comments, Issues |
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Please complete and return to …………………………………………….

Must be returned by (Date): ……………………………………………….

**Appendix 1**

**COVID19 Contingency Arrangements**

**Current Operating Procedures - FET updated 7th April 2020**

1. WWETB FET Management team will meet on a weekly basis through the Microsoft TEAMS platform.
2. Individual contact with and support for Coordinators/Principals is being provided by the AEOs, Training Managers& the Director of FET and other Head Office personnel.
3. WWETB ICT support for centres has been focused on ensuring that all staff and students can access the learning platform(s) relevant to them and the Digital Learning and IT support team have been providing ongoing support.
4. All centres providing L5/6 courses have put a remote learning plan in place and are developing it in real time.
5. ICT Training has been provided for staff where needed.
6. Programme leadership teams are collaborating with teachers, tutors and instructors where possible to ensure coordination of curriculum plans and the sharing of resources.
7. Programmes are sharing resources and ideas that will support student learning.
8. Our programmes are using remote learning platforms such as Office 365 and MS Teams to engage students in learning and have made other online resources available to students.
9. Our centres will re-visit their Critical Incident Plan to take account of the current social restrictions.
10. Learning supports for learners with additional learning needs are being developed and implemented, where possible.
11. programmes are developing mechanisms to help students in need of additional emotional and psychological support.
12. YouthReach centres that are in receipt of DEASP school meals funding have made provision for the distribution of non-perishable food supplies though a variety of means.
13. Managers and Coordinators are endeavouring to support staff at this time through the use of regular communication and advice. Staff are being reminded that support is available through the Employee Assistance Scheme.
14. Regular communication and updates with parents of YR learners are in place through email, VS Ware texting service and social media platforms.
15. Programmes will endeavour to survey students, parents and teachers/tutors with regard to the effectiveness of the current plan. The feedback will be used to guide improvements within the limitations imposed by the situation.
16. The overall aim is to achieve as much normality and focus as possible in what is a very abnormal situation.