

Alternative arrangements for the award of VTQs and other general qualifications in 2021

	Question	Options
Part A - Policy Overview		
1.	Are there any other written exams due to take place from April onwards this academic year, that should be in scope and therefore not go ahead?	<i>Comment box</i>
2.	Do you agree that written exams for other general qualifications that are not GCSEs, AS or A levels due to take place from April onwards this academic year, should be subject to alternative arrangements similar to that taken for GCSEs, AS and A levels, as addressed in part B of this consultation?	<i>Yes/No + comments box</i>
3.	Do you agree assessments for Functional Skills qualifications should be permitted to go ahead where they can be delivered in line with public health measures, including remotely, from April onwards, and otherwise be awarded through alternative arrangements set by Ofqual?	<i>Yes/No + comments box</i>
4.	Do you agree that T Level core component exams should not go ahead this summer and should be taken in the second year, but that students should still have the option to take the employer-set project?	<i>Yes/No + comments box if 'No' response</i>
5.	a) Do you agree that practical exams required for employment and apprenticeships should continue to go ahead throughout the academic year, where they can be delivered in line with public health measures, or otherwise will need to be delayed? b) If you do not agree, which practical, occupational competence exams do you think should not go ahead?	<i>Yes/No</i> <i>Comments box</i>
6.	What, if any, important differences of approach do you think need to be taken to exams for Ofqual-regulated Level 4-5 qualifications?	<i>Comments box</i>
7.	Are there any qualifications in scope of alternative awarding arrangements where a form of teacher assessment is not appropriate?	<i>Yes/No + comments box</i>
8.	Do you agree that internal assessment should continue, where relevant, for all learners where possible?	<i>Yes/No + comments box</i>
9.	Do you agree with the impacts we have identified and are there any other impacts, including equalities impacts, of the policy set out in Part A that should be considered?	<i>Comments box</i>
Part B - Approach to awarding VTQs and other general qualifications		
10.	To what extent do you agree or disagree that the alternative regulatory arrangements should only apply to the qualifications identified in Part A of this document?	<i>Strongly agree to strongly disagree + comments box</i>
11.	To what extent, do you agree or disagree that the alternative regulatory arrangements should apply to all learners expecting to sit exams or assessments in the academic year 2020/2021 for the qualifications identified as in scope in Part A of this consultation?	<i>Strongly agree to strongly disagree + comments box</i>
12.	Should other general qualifications such as Pre-U, AEA, Core maths and the International Baccalaureate be included under the measures proposed for GCSEs, AS and A levels or under the alternative arrangements for awarding VTQs we propose to put in place?	<i>Under the measures proposed for GCSEs, AS and A levels. Under the proposed alternative arrangements for awarding VTQs + comments box</i>
13.	For learners expecting to sit assessments in January, are there any particular factors that would need to be taken into account in the development of the alternative regulatory arrangements to seek to ensure fairness?	<i>Comments box</i>
14.	Do you have any comments on how exams could be defined for qualifications in scope of the alternative regulatory arrangements?	<i>Yes/No + comments box</i>

15.	To what extent do you agree or disagree with our proposal to permit awarding organisations to make awards when not all internal assessments have been completed in qualifications in scope of the new regulatory arrangements?	<i>Strongly agree to strongly disagree + comments box</i>
16.	Do you have any comments on what should be the guiding principles for awarding organisations for the award of qualifications where exams do not take place and/or where learners cannot complete all internal assessments?	<i>Comments box</i>
17.	Do you have any comments on how Principle 2 might apply for in scope qualifications in light of the new approach to assessment proposed for GCSEs, AS and A levels?	<i>Comments box</i>
18.	Do you have any comments on whether Principle 4 is still appropriate for in scope qualifications, awarded where exams do not take place and/or all internal assessments cannot be completed?	<i>Comments box</i>
19.	Do you have any comments on our proposed approach to arrangements for awarding in scope qualifications where exams do not take place and/or learners are unable to complete all internal assessments?	<i>Comments box</i>
20.	Do you have any comments on the arrangements that should be put in place to authenticate the eligibility of candidates or claims for the award of in scope qualifications?	<i>Comments box</i>
21.	Do you have any comments on the guidance that should be put in place to support teachers and learners to implement the new arrangements?	<i>Comments box</i>
22.	To what extent do you agree or disagree with our proposed approach to Special Consideration?	<i>Strongly agree to strongly disagree + comments box</i>
23.	To what extent do you agree or disagree that we should supplement General Condition 1 with additional guidance around appeals for qualifications in scope?	<i>Strongly agree to strongly disagree + comments box</i>
24.	To what extent do you agree or disagree with our approach to certification for qualifications in scope?	<i>Strongly agree to strongly disagree + comments box</i>
25.	To what extent do you agree or disagree with our proposed approach for private candidates/learners?	<i>Strongly agree to strongly disagree + comments box</i>
26.	To what extent do you agree or disagree with our approach to awarding for qualifications in scope which are also taken internationally?	<i>Strongly agree to strongly disagree + comments box</i>
27.	To what extent do you agree or disagree with our approach to regulatory oversight and record keeping?	<i>Strongly agree to strongly disagree + comments box</i>
28.	Are there other potential positive or negative equality impacts that we have not explored?	<i>Yes/No + comments</i>
29.	Do you have any views on how any potential negative impacts on particular groups of learners could be mitigated?	<i>Comments box</i>
30.	Are there any regulatory impacts, costs or benefits associated with the implementation of our proposals that are not identified in this consultation?	<i>Yes/No + comments</i>
31.	Are there any regulatory impacts, costs or benefits associated with the implementation of our proposals that are specific to teachers not identified in our consultation?	<i>Yes/No + (If yes what are they comments box)</i>
32.	What additional costs do you expect you will incur through implementing our proposals? Will you save any costs? When might these costs and savings occur? Please provide estimated figures where possible.	<i>Comments box</i>
33.	Are there any additional or alternative approaches we could take to minimise the regulatory impact of our proposals?	<i>Comments box</i>