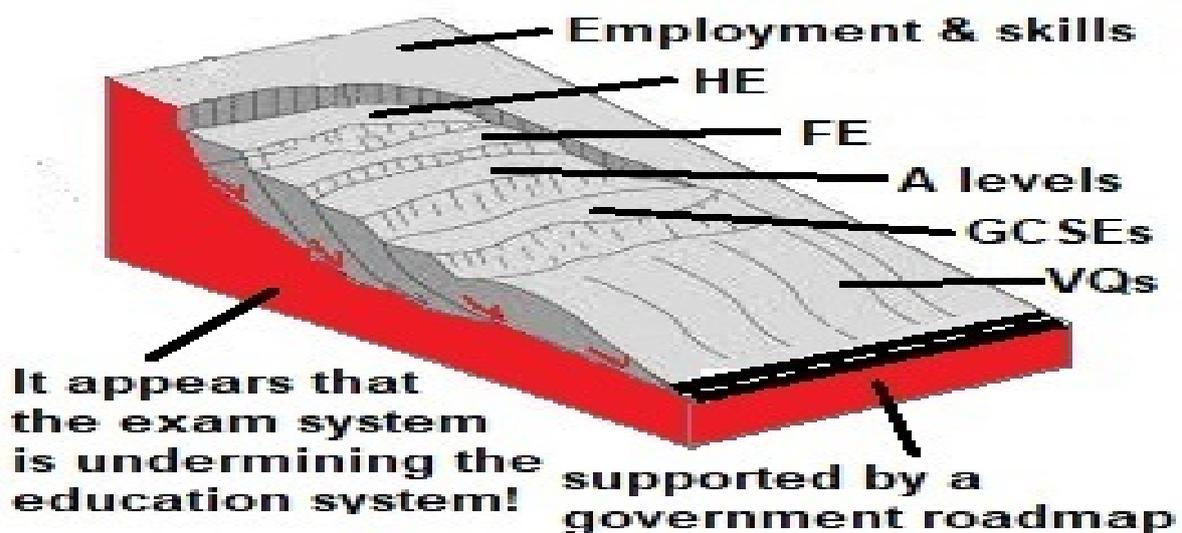


Written evidence submitted by Mr Andrew Harland

Ability 2 Access works with learners who have hearing difficulties and promotes the use of technology to enhance their life choices, especially around better educational opportunity.

A2A focus on encouraging a more inclusive and effective education system, which reflects the important need to create and develop a platform, not provided by the existing exam driven culture, which embraces technology used in the home, in educational establishments and in the place of work.

The illustration below tries to capture the present situation which is **turning teachers and learners off education** and **creating a skills gap** in this country due to **strinkage in educational experience** imposed by the present narrow restrictive exams driven model. The exam system is producing great results but a poor educational experience which does not provide an adequate level of skills for future employment which the UK will need if it is to respond effectively to the C-19 crisis.



Post C-19

1. The **present health crisis** has demonstrated that there is no longer a need to depend or focus on a terminal exam system but to use continual assessment to determine a learner's educational experience and progress. **Teachers need to be engaged and trusted to do their job.** Establishment has agreed to accept their authority and professionalism for this year's exam period therefore there is no reason why government should go back to an over dependence on 'one off' terminal exams.

2. It is not necessary to deliver teaching and learning in a classroom in the traditional way as the C-19 crisis has shown. However, **the lack of technology and self-assessment software**, which has been available within the **e-assessment and vocational qualification** sector for many years, is not readily available within the general qualifications (High Stakes), dominated by a paper driven system.

3. **Some parents** have complained about the **lack of provision of effective software** to deliver an effective educational experience beyond the classroom door. Teachers within education now need

to act more as facilitators, through their established centres, to provide teaching/learning and assessment through the various types of technology being openly used during the C-19 crisis.

4. There is now an **opportunity** to include all learners, **including SEND**, in the education and assessment process; not by continuing with an approach that is dependent on assistive technology to provide some access to the system; but by **making available access to mainstream technology** which links home, education and work place experiences around a central **life skills platform**.

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