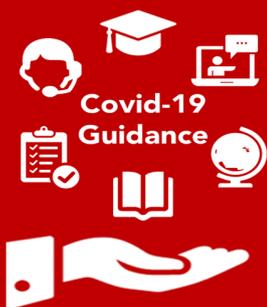


# 2021 - 2022 Adaptations Children

For the period of:  
September 2021 – August 2022





## Version history

Version	Amendment type	Section/Qualification
1.0 (September 2021)	Document created and published	All
1.1 (May 2022)	Link to new 'Remote Assessment Centre Guide' added	Throughout



## Introduction

Over the past two years, since the Covid-19 pandemic began, City & Guilds has worked in consultation with regulators and other awarding organisations/bodies, implementing adaptations to normal assessment delivery procedures to ensure that learners were still able to receive valid and reliable results for assessments attempted in this period.

The government's intention is that assessments for Vocational and Technical Qualifications go ahead for the 2021/22 academic year. It is recognised that learners who will be taking assessments will have had significant disruption to their teaching and learning and they may need continued support in the face of any further disruption. Centres should plan to, and wherever possible, deliver all assessments in line with the requirements set out in City & Guilds handbooks and assessment materials. However, where this is not possible City & Guilds is permitted, under Ofqual's Vocational and technical qualifications contingency regulatory framework ([VCRF](#)) to devise adaptations that mitigate disruption caused by the pandemic to teaching, learning and assessment for learners.

This document sets out the most up-to-date qualification specific adaptations available and the conditions for their adoption. It provides details of what adaptations can be used to provide centres and learners with flexibility to support the delivery of assessment during these challenging times. It has been designed to complement the **City & Guilds Qualification assessment adaptation guidance** document which can be found on City & Guilds COVID-19 webpages.

### What is adaptation?

Adaptations should only apply if a learner(s) is not able to be assessed in the way the assessment design intended. The adaptations are in relation to the conditions and controls for assessments, the delivery of the assessments, or in some instances the assessment methodology. This document specifies the adaptations that are permitted and the qualifications and assessments to which they apply. Where an adaptation is permitted it is indicated by ✓ and where there is no adaptation permitted or needed it is indicated by ✗.

**Some adaptations that were in place during the 2020/21 academic year may have changed or been removed this academic year. These include the removal of:**

- “test-at-home” interim solution for e-volve remote assessment for the 2020-21 academic year which is no longer available. For more information regarding Remote Invigilation, please see the latest guidance on the City & Guilds website for more information <https://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin/remote-invigilation>
- use of alternative evidence for an externally assessed e-volve test
- use of alternative evidence for a practical skills assessment.

**Centres are not permitted to make any further adaptation to the assessments beyond what is set out in this document.**



**Adaptations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
500/5990/7	3599-02/91	City & Guilds Level 3 Award in Work with Parents
500/5988/9	3599-03/92	City & Guilds Level 3 Certificate in Work with Parents
500/5984/1	3599-04	City & Guilds Level 4 Award in Work with Parents
600/3131/1	4338-04	City & Guilds Level 4 Award in Work with Parents (Intense Support for Families with Multiple and Complex Needs)

**What adaptations to assessments are permitted?**

<b>City &amp; Guilds Level 3 Award in Work with Parents (3599-02)</b>		
<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>
Assessments for occupational competency Portfolio of evidence	300-309, 311-317	✓

<b>City &amp; Guilds Level 3 Certificate in Work with Parents (3599-03)</b>		
<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>
Assessments for occupational competency Portfolio of evidence	200-204, 300-309, 311-317, 401-403	✓

<b>City &amp; Guilds Level 4 Award in Work with Parents (3599-04)</b>		
<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>



Assessments for occupational competency Portfolio of evidence	400	✓
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<b>City &amp; Guilds Level 4 Award in Work with Parents (Intense Support for Families with Multiple and Complex Needs) (4338-04)</b>		
<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>
Assessments for occupational competency Portfolio of evidence	400-402	✓

### **Portfolio of evidence assessing occupational competency**

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Where this is not possible, due to protracted disruption caused by Covid-19 restrictions, Expert Witness Testimonies (EWTs) by a suitably experienced employer/manager/leader recruited by the centre can be used instead.

Centres must ensure that EWs fulfil the specific requirements detailed in the qualification handbook as these are based on the Skills for Care and Development Assessment Principles and/or their recently published 'flexible arrangements' document. This includes the requirement to provide EWs with induction, training and ongoing support that is timely, meaningful and appropriate.

<https://www.skillsforcare.org.uk/Learning-development/qualifications/Information-for-awarding-organisations.aspx>

Additionally, centres must adapt their Internal Quality Assurance strategies to ensure that Assessor judgements based on Expert Witness Testimony (EWT) are prioritised for standardisation and sampling activities.

### **Expert Witness Requirements**

The expert witness must:

- have a working knowledge of the NOS for Work with Parents and the units in this qualification on which they are based
- have current expertise and occupational knowledge, either as a practitioner or a manager, for the units on which their testimony is based. This experience should be credible and clearly demonstrable through continuing learning and development.
- hold a qualification of workplace performance (this is not specific and can be any qualification of workplace performance),
- be in a professional work role which involves evaluating the everyday practice of staff, e.g. undertake appraisals



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### **Recording of EWT**

Centres should enable EWs to provide and present their testimony in an efficient way ensuring that this does not compromise validity and reliability. This could include:

- the use of voice and audio recordings, or
- through remote discussions where the main assessor could scribe the EW contributions

Please note that both paper and online forms are permitted.

Throughout the process centres must ensure that the confidentiality, dignity and privacy of individuals, children, young people, or families using services remains paramount and must not be compromised. This is particularly important when video and/or audio streaming or recording is being used.

### **Use of technology to support assessment**

In order to protect their confidentiality, dignity and privacy the use of video and/or audio streaming or recordings is not permitted for direct observation where an individual, child or young person, or their families may be present or wherein personal information about their care is being discussed. Additionally, it is not permitted to use technology to record supervision or appraisal meetings. Video and/or audio streaming and recording can be used to gather evidence in the following situations only:

- Assessment planning, feedback and review.
- Team meetings – only aspects of the agenda that are general in nature e.g. not linked to the care of a specific care of an individual, child or young person, or their families.
- Planning and/or review of the learner's training and development.
- Planning of supervision/appraisal.
- Professional discussion.
- Planning and recording EWT.
- Learner reflection.

If assessment is undertaken remotely by video link, it must be completed in line with the remote assessment requirements set out above and those listed in our 'Remote Assessment Centre Guide' document available from the 'Quality Assurance' tab at [www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library](http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library)

### **Triangulation of evidence**

The requirement to capture evidence of competence, and applied knowledge and understanding, continues to be best practice and is essential to robust assessment. Triangulation of evidence during this period must include:

- Assessor observation and/or EWT.
- Learner reflection.
- Professional discussion.



## **Simulation**

Simulation is a useful way to learn new skills and to develop and gain confidence in a safe and supported environment.

Within competency qualifications, simulation is **ONLY** permitted where explicitly detailed within a specific unit. Simulation must **NOT** be used in any other circumstances.

### **Good practice tips for centres to consider:**

- Supporting employers by preparing learners and assessors in infection prevention and control and associated risk assessments.
- Using a single assessor/teacher/tutor for each setting rather than by learner, which limits the risk and allows assessors/teachers/tutors to see more learners during visit.



**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
601/3118/4	3605-03	City & Guilds Level 3 Diploma for the Early Years Practitioner (Early Years Educator)

**What adaptations to assessments are permitted?**

Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	303, 400-402	✘
Assessments for occupational competency Portfolio of evidence	300-302, 304-313	✔

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Centre must ensure that all the DfE Early Years Educator qualification criteria are evidenced before learners can be certificated



Additionally, centres must adapt their Internal Quality Assurance strategies to ensure that Assessor judgements based on EWT are prioritised for standardisation and sampling activities.

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- Using a single assessor/teacher/tutor for each setting rather than by learner, which limits the risk and allows assessors/teachers/tutors to see more learners during visit.





**Adaptations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
500/9457/9	4227-01	City & Guilds Level 2 Certificate for the Children and Young People's Workforce
500/9170/0	4227-04	City & Guilds Level 3 Diploma for the Children and Young People's Workforce
600/8166/1	4227-11	City & Guilds Level 5 Diploma in Leadership for the Children and Young People's Workforce - Early Years (Management)
600/8165/X	4227-12	City & Guilds Level 5 Diploma in Leadership for the Children and Young People's Workforce - Early Years (Advanced Practice)

**What adaptations to assessments are permitted?**

<b>City &amp; Guilds Level 2 Certificate for the Children and Young People's Workforce (4227-01)</b>		
<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	004, 007, 012, 022, 025 030, 033, 035, 117	<b>x</b>
Assessments for occupational competency Portfolio of evidence	001-003, 006, 009-011, 017-021, 024, 027-029, 032, 632, 639, 671, 700	<b>✓</b>

<b>City &amp; Guilds Level 3 Diploma for the Children and Young People's Workforce (4227-04)</b>		
<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>
Assessments for knowledge and/or understanding alone.	022, 025, 030, 033, 035, 079,	<b>x</b>



Centre marked assignment/test with little or no practical.	054	x
Assessments for occupational competency Portfolio of evidence	024, 027-029, 032, 035, 051-053, 075-077, 081-083, 086-099, 101-116, 148, 153, 155, 172-175, 626-631, 633, 635, 640, 641, 643, 644, 672, 673, 685-699, 701	✓

<b>City &amp; Guilds Level 5 Diploma In Leadership for the Children and Young People's Workforce - Early Years (Management) (4227-11)</b>		
<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	137	x
Assessments for occupational competency Portfolio of evidence	082, 136, 139-170, 637, 649-651, 654, 655	✓

<b>City &amp; Guilds Level 5 Diploma In Leadership for the Children and Young People's Workforce - Early Years (Advanced Practice) (4227-12)</b>		
<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	035, 137, 650	x
Assessments for occupational competency Portfolio of evidence	082, 097, 099, 124, 136, 139-159, 160-170, 637, 651, 668	✓

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**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
603/4935/9	4228-02	City & Guilds Level 2 Diploma for the Early Years Practitioner (England)

**What adaptations to assessments are permitted?**

Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for occupational competency Portfolio of evidence	201-209	✓

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**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
601/5268/0	4340-31	City & Guilds Level 3 Diploma for Residential Childcare (England)
601/5267/9	4340-51	City & Guilds Level 5 Diploma in Leadership and Management for Residential Childcare (England)

**What adaptations to assessments are permitted?**

Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for occupational competency Portfolio of evidence	Level 3: 301-323 Level 5: 501-521	✓

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**Adaptations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
500/8681/9	4964-02	City & Guilds Level 2 Diploma in Playwork (NVQ)
501/1488/8	4964-03	City & Guilds Level 3 Diploma in Playwork (NVQ)
600/6936/3	4964-05	City & Guilds Level 5 Diploma in Playwork (NVQ)

**What adaptations to assessments are permitted?**

<b>City &amp; Guilds Level 2 Diploma in Playwork (NVQ) (4964-02)</b>		
<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	201- 207; 301	x
Assessments for occupational competency Portfolio of evidence	208-209, 212; 302-308-	✓

<b>City &amp; Guilds Level 3 Diploma in Playwork (NVQ) (4964-03)</b>		
<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	309- 317	x
Assessments for occupational competency Portfolio of evidence	318-327, 401-404, 501	✓



City & Guilds Level 3 Diploma in Playwork (NVQ) (4964-03)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	405, 406, 407, 502, 503	x
Assessments for occupational competency Portfolio of evidence	317, 504, 505, 506, 507	✓

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Certification will not be possible for any competency-based qualification unless substantial assessor observations and/or EWT are present in a learner's portfolio and that these are based on experience within a real work setting.

### Recording of EWT

Centres should enable EWs to provide and present their testimony in an efficient way ensuring that this does not compromise validity and reliability. This could include:

- the use of voice and audio recordings, or
- through remote discussions where the main assessor could scribe the EW contributions

Please note that both paper and online forms are permitted.



Throughout the process centres must ensure that the confidentiality, dignity and privacy of individuals, children, young people, or families using services remains paramount and must not be compromised. This is particularly important when video and/or audio streaming or recording is being used.

### **Use of technology to support assessment**

In order to protect their confidentiality, dignity and privacy the use of video and/or audio streaming or recordings is not permitted for direct observation where an individual, child or young person, or their families may be present or wherein personal information about their care is being discussed. Additionally, it is not permitted to use technology to record supervision or appraisal meetings. Video and/or audio streaming and recording can be used to gather evidence in the following situations only:

- Assessment planning, feedback and review.
- Team meetings – only aspects of the agenda that are general in nature e.g. not linked to the care of a specific care of an individual, child or young person, or their families.
- Planning and/or review of the learner's training and development.
- Planning of supervision/appraisal.
- Professional discussion.
- Planning and recording EWT.
- Learner reflection.

If assessment is undertaken remotely by video link, it must be completed in line with the remote assessment requirements set out above and those listed in our 'Remote Assessment Centre Guide' document available from the 'Quality Assurance' tab at [www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library](http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library)

### **Triangulation of evidence**

The requirement to capture evidence of competence, and applied knowledge and understanding, continues to be best practice and is essential to robust assessment. Triangulation of evidence during this period must include:

- Assessor observation and/or EWT.
- Learner reflection.
- Professional discussion.

### **Simulation**

Simulation is a useful way to learn new skills and to develop and gain confidence in a safe and supported environment.

Within competency qualifications, simulation is ONLY permitted where explicitly detailed within a specific unit. Simulation must NOT be used in any other circumstances.

### **Good practice tips for centres to consider:**

- Supporting employers by preparing learners and assessors in infection prevention and control and associated risk assessments.
- Using a single assessor/teacher/tutor for each setting rather than by learner, which limits the risk and allows assessors/teachers/tutors to see more learners during visit.



**Mitigations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
500/6581/6	4835-02	City & Guilds Level 2 Award in Employment Awareness in Active Leisure and Learning
500/6580/4	4835-03	City & Guilds Level 3 Award in Employment Awareness in Active Leisure and Learning

**What adaptations to assessments are permitted?**

<b>Assessment methods</b>	<b>Assessment component numbers</b>	<b>Adaptation permitted</b>
Assessments for knowledge and/or understanding alone. Externally-assessed multiple-choice test	201	✓ <b>Remote invigilation</b>
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	202-203, 302-303	<b>x</b>

**For on demand e-volve test: (201)**

Remote invigilation is available, please see the latest guidance on the City & Guilds website for more information <https://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin/remote-invigilation>



## Appendix A

### List of qualifications where adaptation of assessments is permitted

**Please see relevant qualification section for specific permitted adaptations**

QAN	City & Guilds qualification number	City & Guilds qualification title
500/5990/7	3599-02/91	City & Guilds Level 3 Award in Work with Parents
500/5988/9	3599-03/92	City & Guilds Level 3 Certificate in Work with Parents
500/5984/1	3599-04	City & Guilds Level 4 Award in Work with Parents
600/3131/1	4338-04	City & Guilds Level 4 Award in Work with Parents (Intense Support for Families with Multiple and Complex Needs)
601/3118/4	3605-03	City & Guilds Level 3 Diploma for the Early Years Practitioner (Early Years Educator)
500/9457/9	4227-01	City & Guilds Level 2 Certificate for the Children and Young People's Workforce
500/9170/0	4227-04	City & Guilds Level 3 Diploma for the Children and Young People's Workforce
600/8166/1	4227-11	City & Guilds Level 5 Diploma in Leadership for the Children and Young People's Workforce - Early Years (Management)
600/8165/X	4227-12	City & Guilds Level 5 Diploma in Leadership for the Children and Young People's Workforce - Early Years (Advanced Practice)
603/4935/9	4228-02	City & Guilds Level 2 Diploma for the Early Years Practitioner (England)
601/5268/0	4340-31	City & Guilds Level 3 Diploma for Residential Childcare (England)
601/5267/9	4340-51	City & Guilds Level 5 Diploma in Leadership and Management for Residential Childcare (England)
500/8681/9	4964-02	City & Guilds Level 2 Diploma in Playwork (NVQ)
501/1488/8	4964-03	City & Guilds Level 3 Diploma in Playwork (NVQ)
600/6936/3	4964-05	City & Guilds Level 5 Diploma in Playwork (NVQ)
500/6581/6	4835-02	City & Guilds Level 2 Award in Employment Awareness in Active Leisure and Learning
500/6580/4	4835-03	City & Guilds Level 3 Award in Employment Awareness in Active Leisure and Learning



## **Appendix B**

### **List of qualifications where no adaptations are permitted/needed**

**None**



## Further advice and guidance

For all queries relating to this guidance and arrangements, contact the Customer Support Team at City & Guilds, who are available Monday to Friday 8am to 6pm excluding UK public holidays.



[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)



0844 543 0000

Calls to our 0844 numbers cost 7 pence per minute plus your telephone company's access charge.

For specific queries, including those in relation to quality assurance, please contact your allocated quality team via email or on 0300 303 53 52.

Related documents, Ofqual guidance and updates can be found on our website here:

[www.cityandguilds.com/covid-19](http://www.cityandguilds.com/covid-19)



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