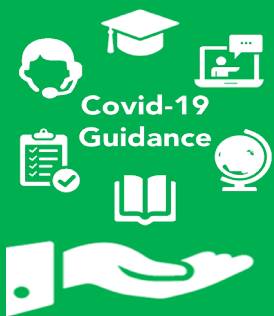


2020 - 2021 Adaptations ESOL Skills for Life (4692)

For the period of:
September 2020 – Summer 2021





Version history

Version	Amendment type
1.0 (October 2020)	Document created and published
1.1 (March 2021)	<p>Additional guidance added to conducting Speaking & Listening remotely.</p> <p>Remote Invigilation permitted for on-screen Level 1 and 2 Reading on-demand exams.</p> <p>Writing and Reading assessments can be taken remotely.</p>



Introduction

The Covid-19 pandemic caused significant disruption to the summer 2020 assessment series.

City & Guilds, working in consultation with regulators and other awarding bodies, adopted several mitigation options to ensure that affected learners received a valid and reliable result for assessments they were unable to sit. These were either estimated grades, adapted assessment or delayed assessment until they could be sat safely.

As we move into the 2020/21 academic year, we recognise that the ongoing nature of this pandemic will likely cause further disruptions for learners and centres. The observation of government guidance will bring additional challenges for the administration of assessments.

For the academic year 2020/21, centres should plan to, and wherever possible, deliver all assessments in line with the requirements set out in City & Guilds handbooks and assessment materials.

Where this is not possible City & Guilds have devised adaptation guidance. This will provide details of what adaptations can be used to provide centres and learners with flexibility to support the delivery of assessment during these challenging times.

This document sets out the qualification specific adaptations available and the conditions for their adoption. This document 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 ✗.

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

Scope of learners

The adaptations within this document are ONLY available to learners who meet the following criteria:

- Are undertaking their assessment in the UK or Republic of Ireland
- Are scheduled to complete their qualification or assessments during the 2020/21 academic year

**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
601/4186/4	4692-01	Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)
601/4187/6	4692-01	Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)
601/4188/8	4692-01	Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)
601/4075/6	4692-02	Entry Level Certificate in ESOL Skills for Life (Entry 1)
601/4189/X	4692-01	Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)
601/4190/6	4692-01	Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)
601/4191/8	4692-01	Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)
601/4077/X	4692-02	Entry Level Certificate in ESOL Skills for Life (Entry 2)
601/4192/X	4692-01	Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)
601/4193/1	4692-01	Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)
601/4194/3	4692-01	Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)
601/4078/1	4692-02	Entry Level Certificate in ESOL Skills for Life (Entry 3)
601/4195/5	4692-01	Level 1 Award in ESOL Skills for Life (Reading)
601/4196/7	4692-01	Level 1 Award in ESOL Skills for Life (Writing)
601/4197/9	4692-01	Level 1 Award in ESOL Skills for Life (Speaking and Listening)
601/4079/3	4692-02	Level 1 Certificate in ESOL Skills for Life
601/4198/0	4692-01	Level 2 Award in ESOL Skills for Life (Reading)
601/4199/2	4692-01	Level 2 Award in ESOL Skills for Life (Writing)
601/4200/5	4692-01	Level 2 Award in ESOL Skills for Life (Speaking and Listening)
601/4076/8	4692-02	Level 2 Certificate in ESOL Skills for Life



City & Guilds ESOL Skills for Life (4692) qualifications have been designed to offer a considerable amount of flexibility in their delivery:

- assessments available on demand
- qualifications are available at individual component levels, e.g. Reading, Writing, Speaking and Listening

General guidance

When planning assessments, centres may wish to consider:

- planning the delivery of assessment as part of any blended teaching and learning programme
- the impact of social distancing in assessment planning
- staggering assessments so that they can be conducted when learners are 'ready' rather than all at the end of the programme
- learners' access to, and familiarity with, any technology required. Preparation/practice in using the technology should be included in programme design where possible.
- Make use of the sample assessments available at regular intervals throughout teaching and learning

The following **adaptations** are permitted if a learner(s) is not able to be assessed as the assessment intended.

What adaptations are permitted for assessments?

Assessment methods	Assessment component numbers (4692)	Adaptation permitted
Externally marked e-volve exams Reading Level 1 and Level 2	501, 601	✓ Remote invigilation
Centre assessed	011, 012, 013, 021, 022, 023, 031, 032, 033, 102, 103, 202, 203	✓ Remote assessment
Externally marked paper-based exams Reading Level 1 and Level 2	101, 201	X

Centres **must** complete the **Centre intention form**, to inform City & Guilds they are having to adapt assessments, before using these adaptations. The form can be found on the 2020-21 Adaptations –Covid-19 webpage

Remote Assessment

All remote assessments must be recorded (video/audio recordings) and made available to City & Guilds if requested. When conducting Remote Assessment, centres must comply with the requirements set out below and those in the **City & Guilds Qualification Adaptation Guidance**.

In all cases the centre must:

- meet all requirements of the assessment
- be able to verify the learner's identity
- have video or audio evidence of each assessment
- keep records on which assessments were completed remotely



The assessor must be confident about the identity of every learner that completes an assessment. If the assessor suspects that a learner has taken an assessment in the name of another learner, this must be reported to City & Guilds immediately as potential malpractice.

Video or audio evidence

Where video or audio evidence is being used, the centre must:

- test all video or audio recording equipment before the assessment begins
- instruct candidates to clearly state their full name and candidate enrolment number at the beginning of each recording
- securely store all recordings, on the centre's computer system as soon as practically possible, not on the individual assessor's personal drive.
- provide good quality recording with clear audio and video
- ensure the voices of the candidate(s) and the interlocutor are clearly audible throughout the assessment
- use a quiet location for recording
- store all recordings until after the next EQA activity
- do not edit recordings.

All filenames of the recordings must be labelled with:

- centre name and number
- candidate enrolment number(s)
- level and assessment activity

The assessor should capture the following information at the beginning of the recording:

- centre name
- centre number
- name of the assessor and interlocutor
- date of activity
- type of assessment taking place, e.g. Level 1 group discussion
- name and candidate number(s) of the candidate(s) being assessed, and the names of any participants not being assessed
- location of participants, e.g. workplace or home – not specific details
- the time the assessment begins and the time the assessment ends.

Consecutive completion of activities

In some assessments when it is not possible to complete activities consecutively for various Covid-related reasons, e.g. student absence, re-arrangement of sessions it is possible to split the activities across consecutive sessions. This must be recorded within the assessor notes and made clear for IQA/EQA monitoring.



Speaking & Listening

It is possible to conduct the assessment of speaking and listening at all levels remotely, meaning the assessor/interlocutor does not have to be in the same location as the learner. If the interlocutor and assessor roles are being fulfilled by different staff, they can be in different locations and neither must be in the same location as the learner.

Activity 1 (Listening)

This can be delivered remotely on a 1:1 basis. Centres should play the recording through the web-conferencing software they are using, ensuring they are adhering to the assessment requirements around the maximum number of plays. The maximum number of plays can be exceeded if a technical issue occurs which prevents the learner from hearing the recording. A record of this must be made within the assessment documentation. If technical issues continue with the playing of an audio file, the Assessor may read the script found within the Assessor Pack to the learner.

The questions **must** be displayed/shared with the learner before the recording is played. The learners must be aware of the questions before they start listening.

The centre can either ask the questions orally or use screen sharing functionality to present the Learner Pack to the learner. Learners can respond either orally or in writing. If the learner wishes to provide written responses, their response must be submitted to the assessor before the call is closed. If the assessor chooses to share the questions onscreen, this can be done before the recording is played.

Centres must keep records of all learner responses, so they are available for both internal and external quality assurance. Further requirements for maintaining assessment records for remote assessment can be found within **City & Guilds Qualification assessment adaptation guidance** document which can be found on City & Guilds COVID-19 webpages.

Activity 2, 3, 4 – When preparation time is needed.

Centres do not need to invigilate, supervise, or record the preparation sessions for these activities. The centre can share the briefs/topics of the task with learners on the day of their assessment. This permits the brief to be shared in advance of the scheduled assessment time to allow the learners to prepare outside of controlled assessment conditions. Centres do not need to record how much preparation time a learner has.

The group size can be met by including staff where sufficient learners are not available.

Writing

Centres can deliver writing assessments remotely. The entire assessment should be supervised via video using a platform such as Microsoft Teams. Unlike speaking & listening, multiple learners can be observed within the same session, provided that all candidates can be supervised continuously. Learners can either type their answers into a Notepad file or a word processing document with the Editor functionality switched off. Alternatively, learners can hand write their answers and submit a photograph to their assessor. Learners' answers should be submitted to the assessor during the assessment session.

Activity 1

Within Activity 1 learners are asked to correct errors within a section of text. Centre can extract these sections of text and share them with learners electronically via a **Notepad file** for learners to amend. Centres must extract and only share this piece of text. They should not send the entire Activity 1 to learners.



Reading

Centres can deliver writing assessments remotely. The entire assessment should be supervised via video. Unlike speaking & listening, multiple learners can be observed within the same session, provided that all candidates can be supervised continuously. Learners can either type their answers or hand write their answers and submit a photograph to their assessor. Learners' answers should be submitted to the assessor during the assessment session.

Use of Dictionaries

City & Guilds usually mandate that paper dictionaries are used. Given that assessment is being taken remotely we are willing to permit the use of electronic dictionaries or websites – i.e. the Collins dictionary website for tasks where learners are asked to look up the definition of words.

Source documents

Centre can extract the source documents from the Candidate Packs and send these electronically to the learners. However, centres should not send the learners the activities/questions. These must be held securely.

e-volve exams (4692-101 and 4692-201)

Centres are now able to use the City & Guilds 'Test at home' Remote Invigilation solution for the on-screen Level 1 and Level 2 Reading examinations. Further guidance can be found through the below link:

<https://www.cityandguilds.com/covid-19/evolve/tests-at-home>

Please note remote invigilation cannot be used for paper based ESOL exams. These examinations must follow standard City & Guilds guidance.



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



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
<https://www.cityandguilds.com/covid-19>



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