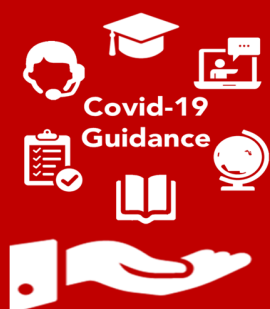


2021 - 2022 Adaptations Health & Social Care

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 Adaptations added for 4238-03, 4238-12 & 3614-04	Throughout 4238-03/4238-12 & 3614-04



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:**

QAN	City & Guilds qualification number	City & Guilds qualification title
601/6071/8	3051-02	City & Guilds Level 2 Certificate in Clinical Skills
601/6696/4	3051-03	City & Guilds Level 3 Certificate in Clinical Skills

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.	Assignment 200 covers units 201-204 300 Assignment covering 301-303	x
Assessments for knowledge and/or understanding alone. Portfolio of evidence	205, 211-213, 307	x
Assessments for occupational competency Portfolio of evidence	206-210, 214-221, 304-306, 308 - 319	✓

Portfolio of evidence assessing occupational competency

Where it is safe to do so, observation by an occupationally competent and qualified assessor is preferred as the main source of evidence for all learners.

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 and the Skills for Health 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://skillsforhealth.org.uk/info-hub/qualifications-in-england-wales-and-northern-ireland/?from=82>

<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 EWT are prioritised for standardisation and sampling activities.

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

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
603/3462/9	3080-50	City & Guilds Level 5 Diploma in Leadership and Management for Adult Care (England)

What adaptations to assessments are permitted?

Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone. Portfolio of evidence	502, 507, 513, 517, 521, 527	✗
Assessments for occupational competency Portfolio of evidence	501, 503-506, 508-512, 514-516 518-520 522-526	✓

Portfolio of evidence assessing occupational competency

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Centres must ensure that EWs fulfil the specific requirements detailed in 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 EWT are prioritised for standardisation and sampling activities.

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

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- through remote discussions where the main assessor could scribe the EW contributions

Please note that both paper and online forms are permitted.

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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.
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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:**

QAN	City & Guilds qualification number	City & Guilds qualification title
603/2660/8	3095-21/91	City & Guilds Level 2 Diploma in Care
603/2662/1	3095-31/92	City & Guilds Level 3 Diploma in Adult Care

What adaptations to assessments are permitted?

Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone. Portfolio of evidence	201, 204, 205, 208, 221, 230, 243, 262-264, 267, 271, 274, 275, 277-279, 282, 305, 308, 309, 312, 319, 353, 362-364, 367, 368, 371, 385	x
Assessments for occupational competency Portfolio of evidence	202, 203, 206, 207, 209 - 213, 219, 220, 223, 224, 228, 231, 232, 234-237, 240, 241, 244-247, 249-251, 253, 254, 260, 261, 265, 266, 268-270, 272, 273, 276, 281, 283, 284 286, 301, 302, 303, 304, 306, 307, 310, 313-316, 318, 320-352, 354-361, 365, 366, 372-381, 386, 387, 401-405	✓

Portfolio of evidence assessing occupational competency

Where it is safe to do so, observation by an occupationally competent and qualified assessor is preferred as the main source of evidence for all learners.

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 Joint Skills for Care and Development Assessment Principles (or the Joint Skills for Care/Skills for Health assessment principles for the Diploma in Care) 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.



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- Assessment planning, feedback and review.
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**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
600/6919/3	3571-02	City & Guilds Level 2 Award in Awareness of End of Life Care
600/6842/5	3571-03	City & Guilds Level 3 Award in Awareness of End of Life Care
600/6841/3	3571-04	City & Guilds Level 3 Certificate in Working in End of Life Care

What adaptations to assessments are permitted?

Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone. Portfolio of evidence/assignment	201, 301, 303, 306, 307	x
Assessments for occupational competency Portfolio of evidence	202-205, 302, 304, 305, 308-312, 401, 402	✓

Portfolio of evidence assessing occupational competency

Where it is safe to do so, observation by an occupationally competent and qualified assessor is preferred as the main source of evidence for all learners.

Where this is not possible, due to protracted disruption caused by Covid-19 restrictions, Expert Witness testimonies (EWs) 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 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 EWT are prioritised for standardisation and sampling activities.



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Recording of EWT

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- 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.

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Triangulation of evidence

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Adaptations for:

QAN	City & Guilds qualification number	City & Guilds qualification title
600/8667/1	3576-05	City & Guilds Level 5 Diploma for Assistant Practitioners in Healthcare

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.	301, 510, 511, 513	x
Assessment tasks for knowledge (eg centre marked question paper).	403	✓
Assessments for occupational competency Portfolio of evidence	401, 402, 501, 502- 509, 512, 514, 601	✓

For centre marked short answer question paper - Unit 403

These can be taken remotely by learners provided they are supervised, and the centre has software or processes that maintain the security of the assessment materials, generates evidence that can be retained by the centre and authenticates that the responses are the learners' own.

Please refer to section our 'Remote Assessment Centre Guide' document available from the 'Quality Assurance' tab at www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library

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 Skills for Health 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://skillsforhealth.org.uk/info-hub/qualifications-in-england-wales-and-northern-ireland/?from=82>

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

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 WT

Centres should enable EW 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
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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

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- 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

Triangulation of evidence

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**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
600/7235/0	3610-02	City & Guilds Level 2 Award in Independent Advocacy
600/7153/9	3610-03/91	City & Guilds Level 3 Certificate in Independent Advocacy
600/7233/7	3610-04	City & Guilds Level 3 Diploma in Independent Advocacy

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.	201	x
Assessments for occupational competency Portfolio of evidence	301-313	✓

For portfolio of evidence assessing occupational competency

Remote assessment (live assessments where the learners are observed and assessed at the same time and not afterwards) is permitted for practical skill observations.

If assessment is undertaken remotely by video link, they must be completed in line with the remote assessment requirements set out below **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. Any assessment must take place in a situation/location that ensures that there is no background noise or scenes that have the potential to erode others privacy.

- Consent must be sought, recorded and retained as evidence from either the clients/service users **or** relevant decision maker and employers.
- Any client/service users providing consent must have the capacity to give consent.
- Where clients/service users do not have capacity to give consent themselves, consent must be given by the relevant decision maker
- The remote assessment must be stopped if the client/service user indicates, at any point during the observation, that they are not happy to proceed.
- Assessors must complete standard assessment documentation as they would face-to-face.
- Live assessments must not be video recorded

**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
603/6889/5	3614-04	Level 4 Independent Advocacy

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.	402, 403	x
Assessments for occupational competency Portfolio of evidence	401, 404, 405, 406, 407, 408, 409	✓

For portfolio of evidence assessing occupational competency

Remote assessment (live assessments where the learners are observed and assessed at the same time and not afterwards) is permitted for practical skill observations.

If assessment is undertaken remotely by video link, they must be completed in line with the remote assessment requirements set out below **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 Any assessment must take place in a situation/location that ensures that there is no background noise or scenes that have the potential to erode others privacy.

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Adaptations for:

QAN	City & Guilds qualification number	City & Guilds qualification title
501/1306/9	4222-21	City & Guilds Level 2 Diploma in Health and Social Care (Adults) for England
501/1194/2	4222-31	City & Guilds Level 3 Diploma in Health & Social Care (Adults) for England
601/5641/7	4222-34	City & Guilds Level 4 Diploma In Adult Care (England)

What adaptations to assessments are permitted?

City & Guilds Level 2 Diploma in Health and Social Care (Adults) for England (4222-21)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone.	204, 205, 237, 238, 240, 241, 245 248, 249, 251, 253, 254 256, 258, 259, 264-266, 330, 368-370, 376, 380, 382, 601, 618, 619, 656-658, 660, 665, 668, 676- 678	x
Assessments for occupational competency Portfolio of evidence	201-203 , 206-207, 209-236, 239, 242-244 246, 247, 250, 252, 255, 257, 261-263, 308, 318-320, 324, 327-329, 331-333, 366, 367, 371, 372, 379, 381, 383, 601, 616, 632, 638, 659, 661-664 208	✓

City & Guilds Level 3 Diploma in Health and Social Care (Adults) for England (4222-31)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone.	205, 245, 249, 264-266, 304, 330, 365, 368-370, 376, 378, 380, 382, 385, 387, 393, 394, 402, 618, 619, 656, 658, 660, 664, 665, 668, 669, 677-679	x
Assessments for occupational competency Portfolio of evidence	206, 212, 217, 220, 226, 229, 232, 236, 250, 301-303, 305--329, 331-342, 366, 367, 371-374, 377, 379, 381, 383, 386, 388, 389, 395-399, 401, 403-406, 408, 409, 601, 604-617, 633, 635, 640, 642, 644, 648, 652, 653, 659, 661-663, 672, 673, 675, 680, 683, 684	✓

City & Guilds Level 4 Diploma In Adult Care (England) (4222-34)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone.	368, 375, 378, 382, 387, 393, 402, 415, 419, 531, 650, 656, 669, 679, 681, 687-690, 698	x
Assessments for occupational competency Portfolio of evidence	143, 311, 316, 322, 401, 403-406, 408-414, 416, 417, 418, 432-437, 543, 546, 547, 556, 557, 559, 560, 566-569, 635, 637, 644, 648, 649, 651, 652, 661, 683, 705, 706	✓



Portfolio of evidence assessing occupational competency

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Adaptations for:

QAN	City & Guilds qualification number	City & Guilds qualification title
501/2282/4	4223-01	City & Guilds Level 2 Diploma in Clinical Healthcare Support
501/2124/8	4223-02	City & Guilds Level 2 Certificate in Healthcare Support Services
501/2236/8	4223-11	City & Guilds Level 3 Diploma in Clinical Healthcare Support
501/1785/3	4223-14	City & Guilds Level 3 Diploma in Allied Health Profession Support
501/2253/8	4223-15	City & Guilds Level 3 Diploma in Maternity and Paediatric Support
501/2238/1	4223-16	City & Guilds Level 3 Diploma in Perioperative Support

What adaptations to assessments are permitted?

City & Guilds Level 2 Diploma in Clinical Healthcare (4223-01)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone.	003, 007, 008, 010, 012, 014, 015, 016, 031, 314, 315	x
Assessments for occupational competency Portfolio of evidence	001, 002, 004-005, 006 009, 011, 013, 017-029 032-053, 268, 339 386, 452	✓



City & Guilds Level 2 Certificate in Healthcare Support Services (4223-02)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	007-008, 010, 014, 015, 031,	x
Assessments for occupational competency Portfolio of evidence	001-002, 004, 005, 006, 048, 050-103, 268, 320	✓

City & Guilds Level 3 Diploma in Clinical Healthcare Support (4223-11)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	007-008, 010, 031, 307-309, 314-316	x
Assessments for occupational competency Portfolio of evidence	005, 026-029, 039, 044, 050, 051, 301-303, 304 305, 306, 310-313, 317-396, 398	✓



City & Guilds Level 3 Diploma in Allied Health Profession Support (4223-14)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	007-008, 010, 031, 307-309, 314-316	x
Assessments for occupational competency Portfolio of evidence	005, 026-029, 044, 050, 051, 268, 301-303, 304, 305, 306, 310-313, 320, 328-331, 343, 345-349 351-359, 362-366, 369-373, 378-384, 387-390, 393-396, 398, 414-434	✓

City & Guilds Level 3 Diploma in Maternity and Paediatric Support (4223-15)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	005, 007, 008, 031, 307-309, 314-316, 435, 449	x
Assessments for occupational competency Portfolio of evidence	026-029, 039, 041, 044, 050, 051, 268, 301-303, 304, 305, 306, 310-313, 317, 318, 320, 321, 324, 325, 331, 339, 340, 347, 353, 354, 357-359, 362-366, 373, 379, 384, 385, 387, 389, 390, 393-396, 398, 436-440, 442-448, 450-451	✓



City & Guilds Level 3 Diploma in Perioperative Support (4223-16)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone.	007, 008, 010, 031, 307-309	x
Assessments for occupational competency Portfolio of evidence	005, 301-303, 304, 305, 306, 452, 459, 460-467	✓

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<https://skillsforhealth.org.uk/info-hub/qualifications-in-england-wales-and-northern-ireland/?from=82>

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

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

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First Aid Essentials Unit

Evidence for this unit could consist of proof of training and First Aid simulation as described in the unit, and

- professional discussion or Q&A to confirm the learner's knowledge
- EWT or assessor observation record covering simulation of the competence assessment criteria.

For centres delivering in house First Aid training, the chair of the First Aid Training Awarding Organisation Forum (FAAOF) has given permission to share the guidance of the FAAOF website. Please be aware that this may be subject to change and therefore centres should refer to the FAAOF website regularly and specifically if there are national or local changes to Covid-19 restrictions.



<http://www.firstaidqualifications.org.uk/>

<http://www.firstaidqualifications.org.uk/wp-content/uploads/2020/06/FAQP-and-FAAOF-covid-social-distancing-guidance-joint-statement-03-06-20-V2-3.pdf>





Adaptations for:

QAN	City & Guilds qualification number	City & Guilds qualification title
600/1812/4	4239-02	City & Guilds Level 2 Award In Employment and Personal Learning Skills in Health
600/1854/9	4239-03	City & Guilds Level 3 Award In Employment and Personal Learning Skills in Health

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.	200	x
Assessments for occupational competency Portfolio of evidence	201-204 301-304	✓

Portfolio of evidence assessing occupational competency

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**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
600/1299/7	4333-10	City & Guilds Level 1 Award in Preparing to Work in Adult Social Care
600/1298/5	4333-11	City & Guilds Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings
600/1297/3	4333-13	City & Guilds Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings
600/8539/3	4333-15	City & Guilds Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings

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.	101-131, 136 201-205	x

No adaptations are permitted for this qualification, assessments should be completed in line with the requirements set out in City & Guilds assessment documentation.



**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
603/2544/6	4345-31	City & Guilds Level 3 Diploma in Healthcare Support

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.	300	x
Assessments for knowledge and/or understanding alone. Portfolio of evidence	201, 204, 208, 221, 282, 305, 308, 309, 324, 327, 328, 345, 354, 371, 375-377, 380, 385, 387, 397, 407, 735	x
Assessments for occupational competency Portfolio of evidence	201, 202, 212-214, 216-220, 222-252, 254, 301, 302, 303, 304, 306, 307, 310-323, 325, 326, 329-344, 346-353, 355-370, 372-374, 378, 379, 381-384, 386, 388-396, 398, 399, 401-406, 408-411, 701-734	✓

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**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
601/4347/2	4978-52	City & Guilds Level 5 Diploma in Leadership for Health and Social Care and Children's and Young People's Services (Children and Young Peoples' Management) (England)
601/4347/2	4978-54	City & Guilds Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Residential Management) (England)
601/4347/2	4978-55	Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Management) (England)
601/4347/2	4978-56	Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Advanced Practice) (England)

What adaptations to assessments are permitted?

City & Guilds Level 5 City & Guilds Level 5 Diploma in Leadership for Health and Social Care and Children's and Young People's Services (children and Young People's Management) (England) (4978-52)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone.	506, 531-537, 562, 650, 656, 660, 665	x
Assessments for occupational competency Portfolio of evidence	501-503, 504, 505, 507, 508, 510-512, 519-527, 528/728, 529/729 530, 538-561, 563-570, 636, 637, 640-642, 645- 649, 651, 652, 654, 655, 661, 663, 666, 664, 667, 681	✓

City & Guilds Level 5 City & Guilds Level 5 Diploma in Leadership for Health and Social Care and Children's and Young People's Services (Adults' Residential Management) (England) (4978-54)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone.	516,530, 531-537, 562, 660,650, 664, 665	x
Assessments for occupational competency Portfolio of evidence	501-503, 504, 505, 510, 511, 513, 514, 515, 517-519,528/728, 529/729, 538-561, 563-570, 636, 637, 640-642, 645-649, 651, 652, 654-656, 661, 663, 666, 667, 681	✓

City & Guilds Level 5 City & Guilds Level 5 Diploma in Leadership for Health and Social Care and Children's and Young People's Services (Adults' Management) (England) (4978-55)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone.	516,530-537, 650, 656, 660, 664, 665	x
Assessments for occupational competency Portfolio of evidence	501-503, 504, 505, 510, 511, 513, 514, 517-527, 528/728, 529/729, 538-570, 636, 637, 640-642 645-649, 651, 652, 654, 655, 661, 663, 666, 667, 681	✓

City & Guilds Level 5 City & Guilds Level 5 Diploma in Leadership for Health and Social Care and Children's and Young People's Services (Adults' Advanced Practice) (England) (4978-56)		
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Assessments for knowledge and/or understanding alone.	516, 530-537, 562, 650, 656, 660, 664, 665	x
Assessments for occupational competency Portfolio of evidence	501-503, 504, 505, 513, 514, 517-527, 528/728, 529/729, 538-561, 563-570, 636, 637, 640-642, 645-649, 651, 652, 654, 655, 661, 663, 666, 667, 681	✓



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**Adaptations for:**

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501/1206/5	3565-22	City & Guilds Level 2 Certificate in Dementia Care
501/1654/X	3565-32	City & Guilds Level 3 Certificate in Dementia Care

What adaptations to assessments are permitted?

City & Guilds Level 2 Certificate in Dementia Care (3565-22)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone.	001-004, 014, 102, 120, 121	✗
Assessments for occupational competency Portfolio of evidence	005-013, 015, 108, 109, 113, 116, 422	✓

City & Guilds Level 3 Certificate in Dementia Care (3565-32)		
Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and/or understanding alone.	101-104, 119-121	✗
Assessments for occupational competency Portfolio of evidence	009, 010, 105-118, 422	✓

Portfolio of evidence assessing occupational competency

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**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
601/2434/9	5234-01	City & Guilds Level 3 Diploma in Dental Nursing

What adaptations to assessments are permitted?

Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and understanding alone. Externally marked Evolve test	305, 313-315	✓ Remote invigilation only
Assessments for occupational competency Portfolio of evidence	268, 301, 302, 304, 306-311	✓
Assessments for occupational competency Portfolio of evidence	312	✗

For on demand e-volve tests: Units 305, 313-315.

Where learners are able to continue to take the e-volve test safely in their normal assessment environment, the tests are still available to sit.

Where it is not possible for learners to access their normal assessment environment, learners may take their tests in their employment setting, providing a risk assessment has been carried out and the employer has given permission. In these circumstances, the invigilator may be a member of centre staff not directly involved in the delivery, assessment or quality assurance of the qualification or a representative of the employer. Examinations must be conducted following City & Guilds processes which meet the JCQ Information for Conducting Examinations.

<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/>

In all cases invigilators must be trained, understand their role and follow the invigilation process using the invigilation records provided.

Or

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>



The resit cap that applies to the tests 305, 313, 314, 315 (ie candidates are permitted a maximum of four opportunities to sit each of the e-volve tests) has been temporarily removed for the duration of these adaptations.

It is strongly recommended that candidates should only be able to take a resit once enough time has passed for them to have undertaken further study/revision in order to give them the best opportunity to pass.

For portfolio of evidence that observe performance and practical skills

Observation of practice by the assessor in the workplace should continue **ONLY**:

- following a robust Covid-19 risk assessment involving the centre and employer, and
- the outcomes of the risk assessment are available to and agreed by all parties, and
- where it is safe and appropriate to do

The following must be taken into account when carrying out the risk assessment:

- Local as well as national restrictions
- NHS Standard Operating Procedures
- Information from the Chief Dental Officer
- Information from those organisations responsible for inspecting dental settings
- Guidance from the General Dental Council

Where it is not possible to use assessor observation in the workplace then observation of some work-based activities may take place using remote technology. This methodology may **ONLY** be used where the activities to be observed **DO NOT** involve patients. In addition, the employer must have been consulted and provided consent. Use of remote technology to observe practice must be reflected in the assessment records. Records must include, justification for the using remote technology, planning, acknowledgement of employer consent and confirmation that no patients are involved in the activity to be observed remotely. Centres must produce auditable records of the activity that was observed and the candidate's contribution to the activity.

Examples of where this is appropriate include:

- decontamination of equipment
- setting up equipment/surgery prior to patient appointments
- processing of radiographs
- simulated activity where this is already part of the assessment strategy of the qualification.
- 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, they 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 Centres should refer to the Skills for Health Assessment Principles and the recently published Flexibilities which can be found on the Skills for Health website

<https://skillsforhealth.org.uk/info-hub/qualifications-in-england-wales-and-northern-ireland/?from=82>

Use of Expert Witness Testimony (EWT)

EWT may be used to replace Observation of Practice by the assessor, where:

- it is deemed unsafe to use observation by the assessor in the workplace,
- the activities are NOT suitable to be observed remotely, or
- where assessor access to the workplace is not permitted.

EWT may replace assessor observation, as long as the requirements below can be evidenced. This means that for some learners, their performance evidence of activities involving patients will consist entirely of EWT. This is why it is extremely important that the assessor authenticates the claims to competence using additional sources of evidence including professional discussion, learner reflection and questioning. (See the section on Triangulation of assessment decisions, below)

Role of the Expert Witness (EW) and Requirements for the use of EWT

The role of the EW is to provide testimony to the competence of the learner in meeting the learning outcomes in any given unit. This testimony must directly relate to learner performance in the work place which has been seen by the EW.

EW must be **inducted by the centre** to familiarise them with the content and requirements of the units for which they are giving testimony and the principles for writing an EWT.

It is not necessary for EW to hold assessor qualifications. The use of EWT must be discussed and agreed with the learner during assessment planning. The learner's assessor must make assessment decisions based on all evidence including EWT.

EW

The EW must have:

- the same vocational expertise as assessors, which means they should have current GDC registration
- a working knowledge of the competences on which their expertise is based
- current expertise and occupational competence ie. within the last two years, either as a dental nurse, dental practitioner or oral health manager or a healthcare professional with expertise in decontaminating instruments and devices in a health setting. This experience should be credible and clearly demonstrable through continuing learning and development.

Centres must:

- Identify opportunities for using EWT during the planning stage and as a result of discussion with the learner.



- Maintain records which detail the eligibility and agreement of the individual to act as an EW, including their GDC registration number and an outline of the activities for which EWT will be used.
- Make arrangements to induct the EW in relation to their role, the content of relevant units and centre recording requirements.
- Keep records relating to induction of EW
- Review their Internal Quality Assurance sampling to ensure that EWT are included in the sampling activities

All of the above should be available for internal and external quality assurance sampling.

Triangulation of assessment decisions for performance criteria

Where EW Testimony is used as evidence of performance in units where there is no observation of practice by the assessor, then the assessor must use additional evidence methods to confirm the learner's competence by using Professional Discussion supplemented by:

- Reflective Accounts
- Questioning

Assessment criteria which are knowledge based can be assessed using the usual permitted methods such as professional discussion, questions and answer, reflective accounts.

5234-268 First Aid Essentials Unit

Evidence for this unit could consist of proof of training and First Aid simulation as described in the unit, and

- professional discussion or Q&A to confirm the learner's knowledge
- EWT or assessor observation record covering simulation of the competence assessment criteria.

For centres delivering in house First Aid training, the chair of the First Aid Training Awarding Organisation Forum (FAAOF) has given permission to share the guidance of the FAAOF website. Please be aware that this may be subject to change and therefore centres should refer to the FAAOF website regularly and specifically if there are national or local changes to Covid-19 restrictions.

<http://www.firstaidqualifications.org.uk/>

<http://www.firstaidqualifications.org.uk/wp-content/uploads/2020/06/FAQP-and-FAAOF-covid-social-distancing-guidance-joint-statement-03-06-20-V2-3.pdf>



**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
603/7221/7	4238-03	Level 3 Diploma in Dental Nursing
603/7099/3	4238-12	Level 3 Extended Diploma in Dental Nursing

What adaptations to assessments are permitted?

Assessment methods	Assessment component numbers		Adaptation permitted
Assessments for knowledge and understanding alone. Externally marked Evolve test	030, 035		✓
Assessments for occupational competency Portfolio of evidence	031	301 (Learning Outcome 7 only), 302, 303, 304, 306, 307, 308, 309	✓
		301 (Learning Outcomes 1-6), 305	x
	032	301 (Learning Outcome 7 only), 302, 303, 304, 306, 307, 308, 309	✓
		301 (Learning Outcomes 1-6), 305, 310, 311	x

For on demand e-volve test:

The cap on the number of occasions that learners can attempt the test, if taken as part of the qualification or as part of the EPA assessment, is still in place, which means that the number of attempts permitted is 4.

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>

For portfolio of evidence that observe performance and practical skills

Observation of practice by the assessor in the workplace should continue ONLY:

- following a robust Covid-19 risk assessment involving the centre and employer, and
- the outcomes of the risk assessment are available to and agreed by all parties, and
- where it is safe and appropriate to do

The following must be taken into account when carrying out the risk assessment:



- Local as well as national restrictions
- NHS Standard Operating Procedures
- Information from the Chief Dental Officer
- Information from those organisations responsible for inspecting dental settings
- Guidance from the General Dental Council

Where it is not possible to use assessor observation in the workplace then observation of some work-based activities may take place using remote technology. This methodology may **ONLY** be used where the activities to be observed **DO NOT** involve patients. In addition, the employer must have been consulted and provided consent. Use of remote technology to observe practice must be reflected in the assessment records. Records must include, justification for the using remote technology, planning, acknowledgement of employer consent and confirmation that no patients are involved in the activity to be observed remotely. Centres must produce auditable records of the activity that was observed and the candidate's contribution to the activity.

Examples of where this is appropriate include:

- decontamination of equipment
- setting up equipment/surgery prior to patient appointments
- processing of radiographs
- simulated activity where this is already part of the assessment strategy of the qualification.
- 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, they 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 Centres should refer to the Skills for Health Assessment Principles and the recently published Flexibilities which can be found on the Skills for Health website

<https://skillsforhealth.org.uk/info-hub/qualifications-in-england-wales-and-northern-ireland/?from=82>

Use of Expert Witness Testimony (EWT)

EWT may be used to replace Observation of Practice by the assessor, where:

- it is deemed unsafe to use observation by the assessor in the workplace,
- the activities are NOT suitable to be observed remotely, or
- where assessor access to the workplace is not permitted.



EWT may replace assessor observation, as long as the requirements below can be evidenced. This means that for some learners, their performance evidence of activities involving patients will consist entirely of EWT. This is why it is extremely important that the assessor authenticates the claims to competence using additional sources of evidence including professional discussion, learner reflection and questioning. (See the section on Triangulation of assessment decisions, below)

Please note that where adaptations allow the replacement of assessor observation by observation by an Expert Witness, there is no adaptation to the required number of occasions that the learner must be assessed. For example, if the unit evidence requirements state that two observations of practice are needed then evidence of two Expert Witness Testimonies must be provided.

Role of the Expert Witness (EW) and Requirements for the use of EWT

The role of the EW is to provide testimony to the competence of the learner in meeting the learning outcomes in any given unit. This testimony must directly relate to learner performance in the work place which has been seen by the EW.

EW must be **inducted by the centre** to familiarise them with the content and requirements of the units for which they are giving testimony and the principles for writing an EWT.

It is not necessary for EW to hold assessor qualifications. The use of EWT must be discussed and agreed with the learner during assessment planning. The learner's assessor must make assessment decisions based on all evidence including EWT.

EW

The EW must have:

- the same vocational expertise as assessors, which means they should have current GDC registration
- a working knowledge of the competences on which their expertise is based
- current expertise and occupational competence ie. within the last two years, either as a dental nurse, dental practitioner or oral health manager or a healthcare professional with expertise in decontaminating instruments and devices in a health setting. This experience should be credible and clearly demonstrable through continuing learning and development.

Centres must:

- Identify opportunities for using EWT during the planning stage and as a result of discussion with the learner.
- Maintain records which detail the eligibility and agreement of the individual to act as an EW, including their GDC registration number and an outline of the activities for which EWT will be used.
- Make arrangements to induct the EW in relation to their role, the content of relevant units and centre recording requirements.
- Keep records relating to induction of EW
- Review their Internal Quality Assurance sampling to ensure that EWT are included in the sampling activities

All of the above should be available for internal and external quality assurance sampling.



Triangulation of assessment decisions for performance criteria

Where EWTestimony is used as evidence of performance in units where there is no observation of practice by the assessor, then the assessor must use additional evidence methods to confirm the learner's competence by using Professional Discussion supplemented by:

- Reflective Accounts
- Questioning

Assessment criteria which are knowledge based can be assessed using the usual permitted methods such as professional discussion, questions and answer, reflective accounts.

Details of Flexibilities for the End Point Assessment (EPA) for 4238-12.

The 4238-12 Level 3 Extended Diploma in Dental Nursing supports the delivery of the Dental Nurse (Integrated) standard. This means that the EPA is an integral part of the qualification. Current flexibilities in relation to the EPA can be found at the link below:

[Dental nurse \(integrated\) / Institute for Apprenticeships and Technical Education](#)

**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
500/9234/0	5355-02	City & Guilds Level 2 NVQ Certificate in Pharmacy Service Skills
500/9576/6	5355-03	City & Guilds Level 3 NVQ Diploma in Pharmacy Service Skills

What adaptations to assessments are permitted?

Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for occupational competency Portfolio of evidence	201-204, 206, 207, 210-214, 216, 301,302, 304 – 314, 315, 317 - 319, 321 - 326	✓

Portfolio of evidence assessing competency

Where it is safe to do so, observation by an occupationally competent and qualified assessor is preferred as the **main source of evidence for all learners**.

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 Expert Witnesses (EWs) fulfil the specific requirements detailed in the Skills Health Assessment Principle 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://skillsforhealth.org.uk/info-hub/qualifications-in-england-wales-and-northern-ireland/?from=82>

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

The appropriate use, recording, standardisation and sampling of EWT and the process of EW recruitment, induction, training and support will be subject to External Quality Assurance by the Awarding Organisations.

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

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.

**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
500/9575/4	5356-02	City & Guilds Level 2 Certificate in Pharmaceutical Science
500/9959/0	5356-03	City & Guilds Level 3 Diploma in Pharmaceutical Science

What adaptations to assessments are permitted?

Assessment methods	Assessment component numbers	Adaptation permitted
Assessments for knowledge and understanding alone. Externally marked Evolve test	251-260	✓ Remote invigilation only
Assessments for knowledge and/or understanding alone. Centre marked assignment/test administered under controlled conditions	301-304 305-319	✓

For on demand e-volve tests:

Remote invigilation is available, please see the latest guidance on the Covid-19 section of the City & Guilds website for more information <https://www.cityandguilds.com/covid-19/>

For centre marked short answer question tests:

These can be taken remotely by learners provided they are supervised and the centre has software or processes that maintain the security of the assessment materials, generate evidence that can be retained by the centre and authenticate that the responses are the learner's own.

Mark schemes/marking guidance and grade boundaries from tests should be used to mark the assessment and determine the final grade.

Please refer to our 'Remote Assessment Centre Guide' document available from the 'Quality Assurance' tab at www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library

Where remote assessment is not an option, centres can assess learners 1:1 via oral questioning. The test content should be used as a basis for the questioning, where questions have images or tables, these can either be shared discretely from the test, an alternative equivalent image sourced or the questions can be rephrased around the image.



Oral questioning/Q&A session must be carried out by an assessor who is occupationally competent and in a way that authenticates the responses are the learner's own. These will need to be recorded in written or verbal format and linked to the assessment criteria.



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
601/6071/8	3051-02	City & Guilds Level 2 Certificate in Clinical Skills
601/6696/4	3051-03	City & Guilds Level 3 Certificate in Clinical Skills
603/3462/9	3080-50	City & Guilds Level 5 Diploma in Leadership and Management for Adult Care (England)
603/2660/8	3095-21/91	City & Guilds Level 2 Diploma in Care
603/2662/1	3095-31/92	City & Guilds Level 3 Diploma in Adult Care
600/6919/3	3571-02	City & Guilds Level 2 Award in Awareness of End of Life Care
600/6842/5	3571-03	City & Guilds Level 3 Award in Awareness of End of Life Care
600/6841/3	3571-04	City & Guilds Level 3 Certificate in Working in End of Life Care
600/8667/1	3576-05	City & Guilds Level 5 Diploma for Assistant Practitioners in Healthcare
600/7235/0	3610-02	City & Guilds Level 2 Award in Independent Advocacy
600/7153/9	3610-03/91	City & Guilds Level 3 Certificate in Independent Advocacy
600/7233/7	3610-04	City & Guilds Level 3 Diploma in Independent Advocacy
603/6889/5	3614-04	Level 4 Independent Advocacy



501/1306/9	4222-21	City & Guilds Level 2 Diploma in Health and Social Care (Adults) for England
501/1194/2	4222-31	City & Guilds Level 3 Diploma in Health & Social Care (Adults) for England
601/5641/7	4222-34	City & Guilds Level 4 Diploma In Adult Care (England)
501/2282/4	4223-01	City & Guilds Level 2 Diploma in Clinical Healthcare Support
501/2124/8	4223-02	City & Guilds Level 2 Certificate in Healthcare Support Services
501/2236/8	4223-11	City & Guilds Level 3 Diploma in Clinical Healthcare Support
501/1785/3	4223-14	City & Guilds Level 3 Diploma in Allied Health Profession Support
501/2253/8	4223-15	City & Guilds Level 3 Diploma in Maternity and Paediatric Support
501/2238/1	4223-16	City & Guilds Level 3 Diploma in Perioperative Support
600/1812/4	4239-02	City & Guilds Level 2 Award In Employment and Personal Learning Skills in Health
600/1854/9	4239-03	City & Guilds Level 3 Award In Employment and Personal Learning Skills in Health
603/2544/6	4345-31	City & Guilds Level 3 Diploma in Healthcare Support
601/4347/2	4978-52	City & Guilds Level 5 Diploma in Leadership for Health and Social Care and Children's and Young People's Services (Children and Young Peoples' Management) (England)
601/4347/2	4978-54	City & Guilds Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Residential Management) (England)



601/4347/2	4978-55	Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Management) (England)
601/4347/2	4978-56	Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (Adults' Advanced Practice) (England)
601/2434/9	5234-01	City & Guilds Level 3 Diploma in Dental Nursing
603/7221/7	4238-03	Level 3 Diploma in Dental Nursing
603/7099/3	4230-12	Level 3 Extended Diploma in Dental Nursing
501/1206/5	3565-22	City & Guilds Level 2 Certificate in Dementia Care
501/1654/X	3565-32	City & Guilds Level 3 Certificate in Dementia Care
500/9234/0	5355-02	City & Guilds Level 2 NVQ Certificate in Pharmacy Service Skills
500/9576/6	5355-03	City & Guilds Level 3 NVQ Diploma in Pharmacy Service Skills
500/9575/4	5356-02	City & Guilds Level 2 Certificate in Pharmaceutical Science
500/9959/0	5356-03	City & Guilds Level 3 Diploma in Pharmaceutical Science
601/6071/8	3051-02	City & Guilds Level 2 Certificate in Clinical Skills
601/6696/4	3051-03	City & Guilds Level 3 Certificate in Clinical Skills

Appendix B

List of qualifications where no adaptations are permitted/needed

QAN	City & Guilds qualification number	City & Guilds qualification title
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600/1299/7	4333-10	City & Guilds Level 1 Award in Preparing to Work in Adult Social Care
600/1298/5	4333-11	City & Guilds Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings
600/1297/3	4333-13	City & Guilds Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings
600/8539/3	4333-15	City & Guilds Level 1 Diploma in Introduction to Health, Social Care and Children's and Young People's Settings



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:

www.cityandguilds.com/covid-19

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