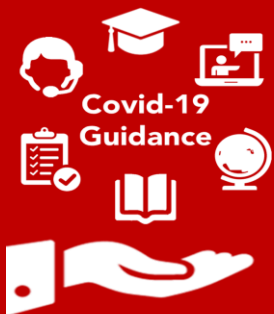


Qualification assessment adaptation guidance

For the period of:
September 2021 – August 2022





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Version history

This is version 3.0 of the City & Guilds / ILM Qualification assessment adaptation guidance document. This version replaces all previous versions and it is the centre's responsibility to ensure that all staff involved in the provision of City & Guilds / ILM qualifications and/or assessments familiarise themselves with this version of the document.

This document is subject to revision and maintained electronically. Electronic copies are version controlled. Printed copies are not subject to this control.

Version	Amendment type	Section
3.1 (October 2021)	Added section on adaptations that have been withdrawn	2.4
3.0 (August 2021)	Removal of information on 'remote assessment', as this is now an option for assessment (where feasible) not an adaptation. A specific 'remote assessment' guide will be produced shortly.	3 (previous version)
3.0 (August 2021)	Removal of references to TAG process	Throughout document
3.0 (August 2021)	Removal of section of alternative evidence for on-demand e-volve exams	2.2.5 (previous version)
3.0 (August 2021)	Clarification on requirements for work placements/ employer involvement	2.3



1 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, to adapt assessments, 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 has devised adaptations that mitigate disruption caused by the pandemic to teaching, learning and assessment for learners is permitted, under Ofqual's Vocational and technical qualifications contingency regulatory framework (VCRF).

This guidance document sets out the generic guidance for adaptations available for our qualifications and the conditions for their usage. We have also created sector specific adaptation guidance that will detail which adaptation approaches are permitted for each qualification and may also include some qualification specific adaptation guidance. Sector guidance is available on the [2021-22 Adaptations – Covid-19](#) page of the website and must be read alongside this document.

Please note

- Centres can only adopt the adaptation approaches specified in the relevant sector guides for qualifications they are delivering. Use of any unauthorised adaptations would constitute malpractice.
- It is very important if you have any queries about whether an adaptation approach is appropriate, to contact City & Guilds before delivering any assessments using them.
- This guidance applies to regulated qualifications in the UK and Ireland. It does not apply to End-point assessment or international qualifications.
- Teacher assessed grades (TAGs) only remain available to learners who were due to take an assessment between 1 August 2020 and 31 August 2021. All evidence used towards a TAG must be generated and dated on or before 31 August 2021.



2 Adaptation

Assessment adaptations are designed to allow centres flexibility in administering assessments within local/national guidelines, and to support them in responding to short-notice impacts caused by Covid-19.

Existing flexibility is already built into the assessment conditions of some qualifications, so centres should also consider how they can be utilised to mitigate against logistical issues caused by the current situation.

Assessments should be completed under the standard conditions, as described in the Qualification Handbook and assessment materials. Where this is not possible, certain assessments can be adapted. Specific detail on which assessments are permitted to be adapted and the controls in place for doing so, will be published in the '2021 - 2022 Adaptations' sector-specific guidance documents (hereafter referred to as 'sector guides'). Centres must ensure that they administer adapted assessments in line with this guidance. It is not permitted for centres to develop their own adaptation approaches.

We have proposed adaptation for assessments where:

- their validity will be maintained,
- the scope and rigour remain unchanged,
- this is manageable for centres,
- the security of assessment is upheld
- it does not conflict with identified health and safety or safeguarding issues.

For some qualifications, no mitigation is required as assessments can continue to be administered according to the guidance within the qualification handbook and assessment material.

In the event of any large-scale (i.e. national) measures or restrictions being implemented we will advise centres on the appropriate course of action to ensure learners can achieve their results.

2.1 Learner eligibility

The adaptation approaches within this document are available to learners who

- are undertaking their assessment in the United Kingdom and Republic of Ireland.
- are scheduled to complete their qualification or assessments during the 2021/22 academic year.

For any learners where access arrangements have been agreed (for example a reader or extra time), this should be taken into consideration in any adaptation approaches. If centres have queries about adaptations and access arrangements, they should contact policy@cityandguilds.com

Learners taking International qualifications and End-point assessments (EPA) are not eligible for these adaptations (unless a regulated qualification forms part of the on-programme content towards an EPA).



2.2 Examples of assessments and possible adaptations

The main types of adaptation available across different types of assessment are described in the following section. Centres must refer to the relevant sector guides, as they provide further detail of the specific adaptations that are permitted for individual qualifications and assessments. This document contains general guidance around the type of adaptations found within these guides.

2.2.1 Portfolio-based assessments

Some qualifications require learners to hold portfolios of evidence, which are internally assessed by the centre and externally quality assured by City & Guilds. They are made up of learner evidence, supported by an assessment record identifying the assessment criteria that have been met.

It is possible to undertake some assessment activities relating to the collection of portfolio evidence remotely, using live video (e.g. for direct observation by the assessor).

The relevant sector guide will indicate the permissible adaptations for each qualification/unit where evidence is collected in a portfolio. The adaptation will be in relation to the collection of types of evidence. Examples of the types of evidence used in portfolios are described below:

Expert Witness Testimony	The use of additional expert witness testimonies from qualified, occupationally competent individuals to act as evidence in place of, or to supplement, other assessment activities.
Professional Discussion	The use of a professional discussion element to provide evidence of coverage that may not be possible for learners to produce through typical assessment methods at this time.
Simulation	The use of simulation to assess activities that would typically have occurred in a certain (e.g. real work) environment.
Observation	In some instances where direct observation by an assessor is not possible, the number of required observations for assessment may be reduced. In other instances, alternative methods of assessment may be accepted.
Reflective accounts/statements	The use of reflective accounts or statements that learners can provide to detail activities previously undertaken. The specific guidance will state where retrospective reflection is permitted.

Not all types of evidence are suitable for all qualifications and not all types of evidence will be able to be adapted. Centres must ensure the content and range of qualifications is fully covered and adaptations only used where there is sufficient evidence to make a reliable and valid assessment judgement.

If centres are unsure about whether an adaptation to learner Portfolio evidence is permissible, they must refer to the relevant sector guide.

Using video evidence



For some portfolio-based assessment, video can be used to capture learner evidence, as indicated in the relevant sector guide. In these instances, centres must:

- test all video or audio equipment before the assessment begins,
- instruct learners to clearly state their full name and learner enrolment number,
- ensure that assessors can clearly view all aspects of learner performance,
- follow the specific guidance in the assessment materials in terms of what specific aspects of assessment are being viewed,
- use a quiet location, free from background noise.

2.2.2 Centre marked assessments

For assessments that are externally set by City & Guilds, internally marked by centres, and completed under specified controlled conditions, adaptations may include:

- **Knowledge-based written assessments**
The use of a range of adaptations has been specified, depending on the qualification, but typically includes a relaxation of control conditions, or an adaptation to the mode of delivering the assessment.
- **Practical assessments**
These will usually be completed without adaptation, however, for some types of qualification where Covid-19 may have restricted or limited assessment opportunities, sector specific guides will contain detailed guidance on the specific adaptations that are permitted.

2.2.3 City & Guilds set and marked dated exams

As stated previously, the government's intention is that examinations go ahead for the 2021/22 academic year.

Dated exams must be sat on the scheduled day, as scheduled within Walled Garden. However, centres can stagger sittings of the exam throughout that day, to accommodate social distancing requirements, if necessary. Learners who have completed the exam must be kept separately from those yet to sit the exam. They must also be supervised to ensure that they do not discuss the content of the exams, until all learners have sat the exam. This means remaining in exam conditions without access to phones or the internet.

For qualifications where there is more than one exam series in a year, if learners miss one series, they can sit the exam on the next date.

Where this is not the case, centres may be eligible to be able to apply for special consideration. Further information is available in our revised Special Consideration guidance.

2.2.4 City & Guilds set and marked on-demand paper-based exams

If an on-demand exam cannot be sat on the date on the Invigilation Certificate (the attendance register), it can be rescheduled. Exams can usually be moved by up to five working days before or after the exam. If this is not sufficient, the centre should contact City & Guilds for further guidance.

Please note that some of our qualifications have their own Instructions for Conducting Exams (ICE) documents (e.g. Functional Skills) that have been updated to reflect provisions for Covid-19, so centres must also refer to those.



2.3 Work experience / work placements

For those qualifications where work experience and/or work placements are a requirement of the qualification, we want to provide some flexibility to allow centres to meet these requirements.

We have expanded the list of acceptable employer involvement and work experience activities to include more remote / recorded activities and are encouraging centres to share resources and collaborate, where possible, to enable all learners to meet requirements. Further information will be in the relevant sector guides.

There are some instances where flexibility is introduced to the number of hours of work experience required. Where we do so however, this does not prevent centres from enabling learners to fully meet the original requirement, where they are able to do so. Work experience/placements are designed to further enrich the learner experience for vocational qualifications.

2.4 Adaptations that have been withdrawn

There are some adaptations for September 2020 – August 2021 and/or Summer 2020, that are not available for September 2021 – August 2022. Where this is the case, centres cannot continue to use these adaptations. Where results have been claimed after the adaptation has been withdrawn, City & Guilds may ask for evidence of the assessment date.

For e-volve tests where alternative evidence was permitted, in the sector adaptation guide, the “submit alternative results” option on the Walled Garden is no longer available. Any centre who has used this adaptation will not be able to submit results this way and, should contact City & Guilds as soon as possible using the form in the “Adaptation” section of the [Appeals for 2021](#) page.

Our Tests at Home service is no longer an approved adaptation. Tests at Home was introduced as a temporary solution and has now been replaced by the [Remote Invigilation Service](#).

Please note: City & Guilds may not be able to accept results for any adapted assessments that were completed after the end date for that adaptation.



3 Adaptations advice

In the interests of good practice, centres might want to consider the following advice on adaptations when planning their assessments for this year:

Selecting units	<p>Some qualifications include centre-assessed units/components. Centres can consider which units can be completed remotely when selecting units this year. In making the decision, it may help to consider the assessment requirements, for example:</p> <ul style="list-style-type: none"> the equipment and resources the learner would need, if other people are required (e.g. clients or participants).
Forms of evidence	<p>For portfolio-based assessment, a range of evidence can be used. Centres may want to review the evidence that could be used for different units for this year, so it can be generated remotely. It may also be possible to use some evidence for more than one unit.</p> <p>Centres should also consider:</p> <ul style="list-style-type: none"> the learner's preferences (e.g. would they prefer producing written work or joining online meetings / video calls), the technology and other equipment that the learner has access to, either at home or in the workplace.
Planning assessments	<p>Dated exams must be taken at the scheduled date. For other assessments, centres have some choice about when the assessment takes place. Centres might want to consider scheduling some assessments earlier in the year, for example any e-volve tests.</p> <p>For on-demand exams, where centres are scheduling them on specific dates, they should also schedule contingency dates in case there are any issues with the original date.</p> <p>Centres may also want to plan for additional assessment opportunities in case some learners are unavailable (for example due to self-isolating).</p>
Record keeping	<p>Centres must keep clear records of the assessments their learners have completed, along with any mock or formative assessments. Where possible, these should be stored electronically, City & Guilds may ask for copies of these documents as part of the quality assurance or special consideration process.</p> <p>All assessment records must clearly state where assessments have been adapted.</p>



4 Special Consideration

We have revised our Special Consideration policy to address specifically the potential impacts of Covid-19 on learners. This will take into consideration both individual and cohort-level mitigations to those whose performance is impacted, or who are unable to complete the assessments at all.

Alongside revisions of our existing special consideration processes, we have made provisions for instances where learners are unable to complete assessments due to Covid-19. Special consideration provision uses an agreed minimum requirement of available learners' evidence, other completed assessments, and tutor observations to establish an appropriate result. Where this minimum requirement is not met, Special Consideration will not be applied, and learners will need to re-sit assessments.

Further information is available in the published guidance.

5 Quality assurance

This section provides centre staff with details of the actions they need to follow to meet our quality assurance requirements for adapted assessments.

All centre internal quality assurance requirements, and external quality assurance activities undertaken by City & Guilds / ILM still apply to the adapted assessments unless specified in the sector-specific guides.

5.1 Assessment

When considering what, if any assessment adaptations are appropriate / required, centre assessors must complete the following steps:

- Review the assessments each learner needs to complete to identify which will require adaptation.
- Record this in the learners' assessment plans.

In administering assessments, centre assessors must:

- Review all the evidence, make sound assessment decisions, and clearly record these, for all assessments, whether they are adapted or not.
- Clearly record which assessments have been adapted and which adaptation approach was taken.

5.2 Internal Quality Assurance

All our standard quality assurance processes continue to apply to adapted assessments and must be followed by centres. Please refer to our [Quality Assurance Standards: Centre Assessment](#) document for further information.

5.3 External quality assurance

EQA activity for adapted assessments will usually be carried out remotely. In rare instances, a centre visit may be required, in line with published safety guidelines and with prior agreement with the centre.



EQAs will maintain their usual sampling practice. EQAs will plan, select, and review their sample of your processes and record their findings on a CAR sampling report. As part of their remote sample, EQAs will carry out interviews of learners by phone or via online meetings.

Please refer to our [Quality Assurance Standards: Centre Assessment](#) document for further information on our external quality assurance activities.

Before completing any adapted assessments, centres must complete the Centre Adaptation Intention Form, available [here](#). Details of where adapted assessments have been used and for which learners must be shared with the EQA as part of the preparation for the EQA activity. This information must be included in the CA2 in the Walled Garden, once the CA1 form has been received.

5.3.1 Head of centre responsibilities

The head of centre must:

- ensure that all assessment and claims submitted meet the criteria set by City & Guilds,
- report any suspected malpractice, please refer to [Managing Cases of Suspected Malpractice](#) for more details.

6. Further advice and guidance

General guidance

For all general queries relating to arrangements for 2021/22, contact our Customer Support team who are available Monday to Friday 8 am to 6 pm excluding UK public holidays.



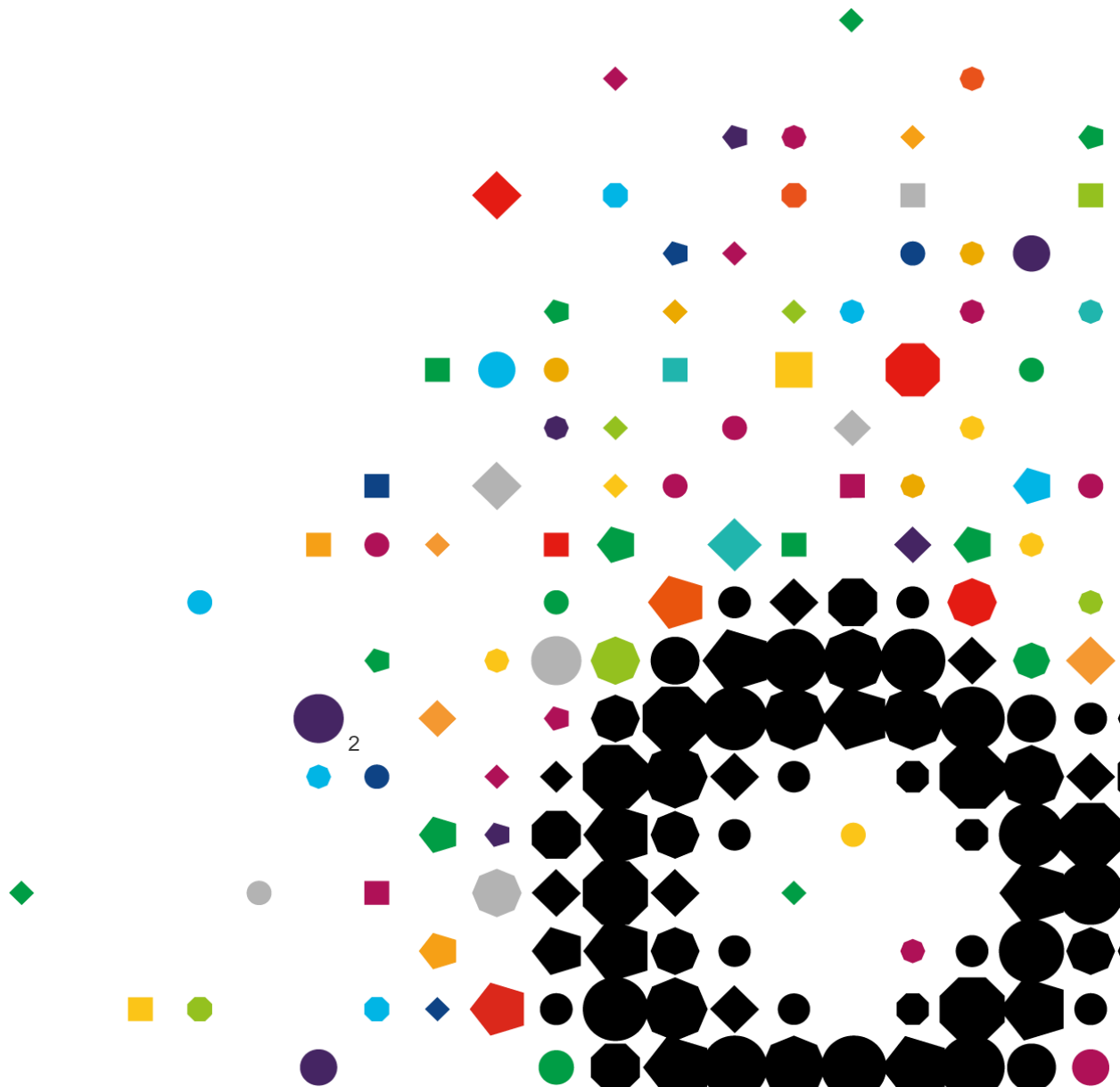
centresupport@cityandguilds.com



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

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



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