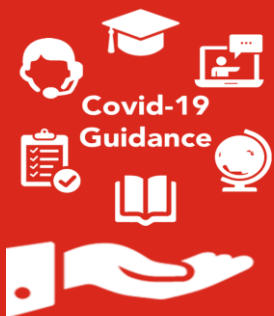


2021 - 2022 Adaptations Essential Skills Northern Ireland (4800)

For the period of:
September 2021 – August 2022



Version 1.0



Version history

Version	Amendment type	Section/Qualification
1.0 (September 2021)	Document created and published	All



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1. Introduction

We recognise that the ongoing nature of this pandemic will likely cause further disruptions for learners and centres and that the observation of government guidance will prove additional challenges for the administration of assessments.

We have received directive from CCEA regulation which outlines the following:

- ***Examinations and assessments for all Essential Skills (Northern Ireland) qualifications are to go ahead as per normal Essential Skills policy for summative assessments or in an adapted form, from 1st September 2021 onwards;***
- ***Awards are to be made on the basis of normal examination and assessment evidence.***

Therefore, the adaptations outlined in section 2 of this document will remain in place for the 2021/22 academic year.

As with last academic year, we advise centres to plan to, wherever possible, to deliver all assessments in line with the requirements set out in City & Guilds handbooks and assessment materials. Where this is not possible, we have identified adaptations that can be accessed to help centres in supporting learners to complete their summative assessments.

It is however recognised, to support any contingency planning, should public health circumstances worsen, that City & Guilds must ask centres to retain trusted sources of formative and summative assessment evidence, (as outlined in the section 4. Contingency planning) for learners participating in Essential Skills during the 2021/22 academic year.

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.

1.1. Scope

The information in this document applies to City & Guilds approved centres in Northern Ireland who offer any of the qualifications listed below:

City & Guilds qualification number	City & Guilds qualification title
4800-40	Essential Skills qualifications in Communication and Literacy
4800-50	Essential Skills qualifications in Application of Number and Numeracy
4800-60	Essential Skills qualifications in Information and Communication Technology



2. Adaptations

Where possible centres should deliver assessments in line with normal assessment conditions ensuring this is done in line with public health advice. However, where this is not possible, centres can use the adaptations outlined below.

2.1. Entry Level Certificate in Essential Skills - Adult Literacy and Adult Numeracy

Qualifications

QN	City & Guilds qualification number	City & Guilds qualification title
600/7131/X	4800-40	Entry Level Certificate in Essential Skills - Adult Literacy (Entry 1)
600/7131/X	4800-40	Entry Level Certificate in Essential Skills - Adult Literacy (Entry 2)
600/7131/X	4800-40	Entry Level Certificate in Essential Skills - Adult Literacy (Entry 3)
600/7132/1	4800-50	Entry Level Certificate in Essential Skills - Adult Numeracy (Entry 1)
600/7132/1	4800-50	Entry Level Certificate in Essential Skills - Adult Numeracy (Entry 2)
600/7132/1	4800-50	Entry Level Certificate in Essential Skills - Adult Numeracy (Entry 3)

What arrangements are permitted for assessments from 1 September 2021 until 31 August 2022?

No adaptation is permitted. Learners should complete the assessment in the usual way as described in the Qualification Handbook.



2.2. Communication and Application of Number Levels 1 and 2

Qualifications

QN	City & Guilds qualification number	City & Guilds qualification title
603/0424/8	4800-40	Level 1 Certificate in Essential Skills - Communication
603/0425/X	4800-40	Level 2 Certificate in Essential Skills - Communication
600/7132/1	4800-50	Level 1 Certificate in Essential Skills - Application of Number
600/7132/1	4800-50	Level 2 Certificate in Essential Skills - Application of Number

What arrangements are permitted for assessments from 1 September 2021 until 31 August 2022?

Speaking and Listening

Where Speaking and Listening assessments cannot be conducted in person (face-to-face), **remote assessment** can be used as an adaptation. When the assessment is carried out remotely, the assessor does not have to be in the same location as the candidate or other participants. Like with face-to-face delivery, the assessor does not present to observe the assessment taking place, provided there is another reliable person supervising the candidate. The assessor must have access to appropriate audio and/or video recording on which assessment decisions can be based. Further details relating to audio and video evidence can be found below.

Technology needed

To be delivered the candidate will have access to a suitable technology.

Suitable technology includes:

- video conferencing through computers (Zoom, Teams etc)
- conferencing through computers (i.e., no camera)
- video conferencing through the phones (Facetime, WhatsApp etc.)
- phone calls

City & Guilds will permit the use of a basic phone/land line which should be available to most candidates. Centres need to be able to authenticate the candidate and find a way to record the details of the assessment for audit purposes. Centres should remember:

- it is not mandatory to use video
- there is no requirement to use PowerPoint in the presentation.

Notification to EQA

Where a centre is unable to carry out face to face assessment of Speaking and Listening and wants to carry out the assessment remotely, they must inform their EQA who may wish to observe the assessment as part of their sampling activities.



Delivering the assessment remotely

When delivering Speaking and Listening remotely, the centre must ensure that:

- all requirements of the assessment, as detailed in the qualification handbook, are met, i.e. there must be continual supervision of the assessment by the assessor or another reliable person
- the candidate's identity is verified,
- assessments are recorded and available for audit further detail below,
- keep records on which assessments were completed remotely, and how they were completed (i.e. Microsoft teams, phone call etc.)
- email their EQA with dates and times of any remote Speaking and Listening activities. The EQA may choose to attend a session as part of a sampling activity.

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

Video or audio evidence

Where Speaking and Listening is being completed remotely, the centre must record the assessment using audio or video recording in addition to the usual assessment documentation.

However, if it is not possible to record a specific assessment, using audio or video recording, or to complete it face to face, the centre can complete the assessment without an audio or video recording. This is only permitted in exceptional circumstances, as a temporary adaptation. The centre must:

- have video or audio recordings for the majority of their remote Speaking and Listening assessments,
- hold a list of any Speaking and Listening assessments where it is not possible to record it using video or audio, with the reasons why,
- use the usual assessment documentation to record their assessment decisions with supporting notes from the activities,
- inform their EQA if recordings are not available for specific learners (this does not need to be before the assessment).

Where video or audio evidence is being used in remote assessment situations, the centre is responsible for:

- testing all video or audio recording equipment before the assessment begins,
- instructing candidates to clearly state their full name and candidate enrolment number at the beginning of each recording,
- securely storing all the recordings, on the centre's computer system as soon as practically possible, **not on** the individual assessor's personal drive,
- providing good quality recording with clear audio and video,
- ensuring the voices of the candidate(s) and the assessor are clearly audible throughout the assessment.
- using a quiet location for recording
- storing all recordings until after the next EQA activity
- ensuring that the recordings are not edited.

All filenames of the recordings must be labelled with:

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



Important information to be included in the recording by the assessor:

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

Online meeting security

Where online meeting software is used, the centre may want to consider the following:

- If the meeting can be locked to the invited attendees only or where this functionality is not available, a meeting password can be set and shared with the candidates in advance.
- Reviewing the security, meeting best practice and privacy policy for the chosen virtual meeting software.
- After the assessment has finished, the assessor should also end the meeting.
- Regularly check for any security issues or technical issues that may affect your selected virtual meeting product.

Specific Task Guidance

Level 1

Two discussions:

- One formal on a unfamiliar topic and,
- One informal on a familiar topic

Level 2

Two activities:

- One informal discussion on a unfamiliar topic and,
- One formal presentation/short talk on a familiar topic

Candidates can still be given the title of the unfamiliar topic for the discussion(s) before the planned assessment date to allow for research. This research does not need to be supervised. Candidates are allowed access to their research/notes during the discussion, however the research should not be conducted whilst the discussion is taking place.

The discussions must still consist of three people, however, the assessor can participate in the discussion as the third person but must not assess the any candidate(s) whilst the discussion is taking place. The discussion should be recorded and the assessor should watch/listen to the record at a later time to make their assessment decisions and complete any necessary assessment documentation.



For the presentation, the assessor should remind the candidate at the beginning of the assessment that whilst they are permitted to have notes available, they should not be reading from a script. If assessors suspect candidates are reading from a script, they should pause the assessment and ask the candidate to share their screen to confirm this is not the case. If the assessment is taking place over the phone, and the assessor is unable to check, they should stop the assessment immediately advising the candidate why they have stopped the assessment.

Examinations.

These examinations are available on an on-demand basis, as paper-based examinations only.

We have reviewed the Instructions for Conducting Examinations document and added flexibility into the way these assessments are conducted to assist with the manageability of delivering these examinations. This document can be found on the 4800 qualification page [here](#).



2.3. Information and Communication Technology Level 1 and 2

Qualifications

QN	City & Guilds qualification number	City & Guilds qualification title
500/5322/X	4800-60	Level 1 Certificate in Essential Skills - Information and Communication Technology
500/5201/9	4800-60	Level 2 Certificate in Essential Skills - Information and Communication Technology

What arrangements are permitted for assessments from 1 September 2021 until 31 August 2022

No adaptation is necessary. These qualifications are assessed by a portfolio of evidence, the collation of this evidence does not need to happen under supervised conditions. Centres should consider the full range of evidence that can be used and the candidate's normal way of working.

3. External Quality Assurance

At present, external quality assurance activity may be conducted remotely. Where centres are assessing Speaking and Listening activities remotely, they must advise their External Quality Assurer (EQA) in advance. City & Guilds EQAs aim to observe a sample of Speaking and Listening assessments that are conducted remotely in order to carry out their quality assurance checks.

4. Contingency planning

To support any contingency planning, should the public health circumstances in Northern Ireland worsen, that City & Guilds must ask centres to retain trusted sources of formative and summative assessment evidence, for learners participating in Essential Skills during the 2021/22 academic year, should there be a need to introduce alternative arrangements.

Below follows the guidance given to centres in Summer 2021, in relation to trusted sources of evidence that supported the Centre Determined Grade process. This guidance should be followed to ensure centres are able to retain trusted sources of formative and summative assessment evidence in case of any contingency needs.

4.1. Types of Trusted Evidence

Centres must ensure the evidence used is current, valid, sufficient and authentic to the candidate.

We strongly recommend that centres make use of our sample tests as a trusted source of evidence. These tests will provide the most trusted and reliable sources of evidence in relation to a learner's performance against the qualification standards.

Centres should record the condition the evidence was gathered under. Whilst we recommend that these take place in supervised conditions to ensure durations are adhered to and the work is authentic to the learner, we recognise that this may pose a number of operational challenges for centres. Therefore, these tests may be taken under relaxed conditions; i.e., without supervision and remotely, however if this is the case, centres must take additional steps to confirm the authenticity and validity of the evidence in relation to the expected performance of the learner.



Suggested ways to authenticate evidence may include any one from the following:

- Conducting a discussion with the learner around how they found the activity, the approach they took to some questions in order to authenticate they completed the work and they can explain the approaches they've taken.
- Comparing the performance demonstrated for this piece of evidence against other evidence produced by the learner, or against the level of attainment that has been seen through teaching and learning.
- Asking the learner to complete a declaration confirming the work is their own when the work is submitted.

Please note this is not an exhaustive list and often the best way to ensure authenticity is to carry out a mixture of the activities outlined above.

Examples of trusted evidence:

- Previous centre-marked attempts at Essential Skills practice tests
- Formative assessment results. Formative assessment is defined as assessment undertaken to check learning has taken place and assess progress towards the level. This can be centre-devised or an externally set assessment. This does not include initial and diagnostic assessment (see below)
- Any other candidate work towards the qualification (i.e., work they have independently undertaken in class or at home)
- Initial and diagnostic assessment
- Candidate work demonstrating the skills assessed by Essential Skills qualifications that has been completed in support of another qualification learning aim.

For audit purposes, centres should produce and retain the following information for this evidence:

- Confirmation/note of the areas of the qualification specification the evidence covers
- Confirmation that the evidence meets the expected standard for those areas
- the condition this evidence was generated under,
- declaration of authenticity from the learner around any evidence retained,
- the centre marking/assessment decisions for that evidence,

We have also kept the qualification specification and grading descriptors in the Appendix of this document to support centres in mapping evidence back to the qualification/.



5. Further advice and information

CCEA Regulation's website:

<https://ccea.org.uk/regulation>

For generic 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.



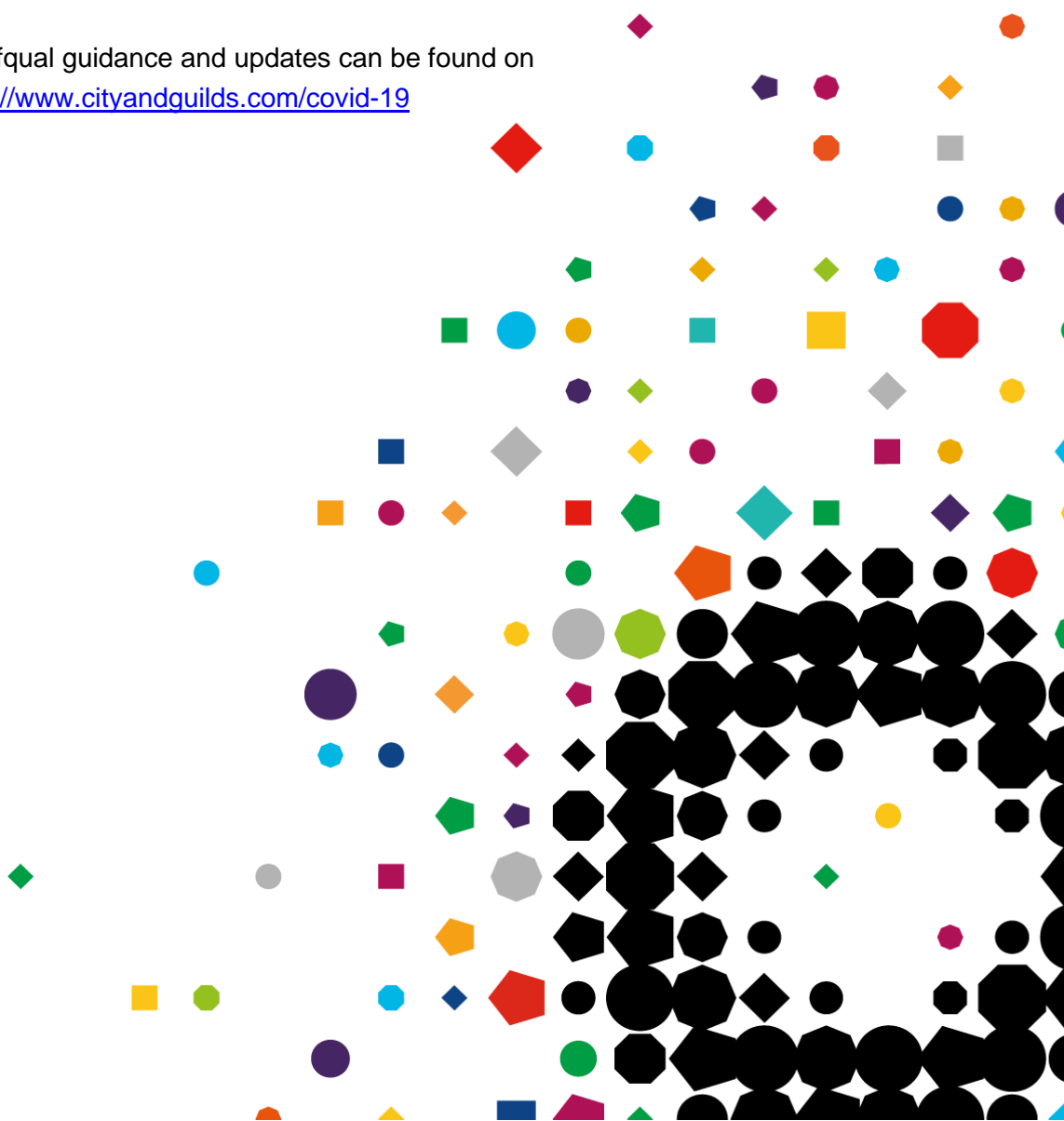
centresupport@cityandguilds.com



01924 930800

For quality assurance queries, 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>





6. Appendices

Qualification specification

Level 1 Application of Number

Evidence would need to cover 100% of the qualification specification's skill standard, and at least 80% of the coverage and range.

Skill standards	Coverage and range
<p>Representing</p> <ol style="list-style-type: none"> 1. Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine. 2. Identify and obtain necessary information to tackle the problem. 3. Select mathematics in an organised way to find solutions. 	<ol style="list-style-type: none"> a) Understand and use whole numbers and understand negative numbers in practical contexts; b) Add, subtract, multiply and divide numbers (whole and decimals) using a range of strategies; c) Understand and use equivalences between common fractions, decimals and percentages; d) Add and subtract decimals up to two decimal places; e) Solve simple problems involving ratio, where one number is a multiple of the other; f) Use simple formulae expressed in words for one- or two-step operations;
<p>Calculating</p> <ol style="list-style-type: none"> 4. Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes. 5. Use appropriate checking procedures at each stage. 	<ol style="list-style-type: none"> g) Solve problems requiring calculation with common measures, including money, time, length, weight, capacity and temperature; h) Convert units of measure in the same system; i) Work out areas and perimeters in practical situations; j) Construct geometric diagrams, models and shapes;
<p>Interpreting</p> <ol style="list-style-type: none"> 6. Interpret and communicate solutions to practical problems, drawing simple conclusions and giving explanations. 	<ol style="list-style-type: none"> k) Extract and interpret information from tables, diagrams, charts and graphs; l) Collect and record discrete data and organise and represent information in different ways; m) Find mean and range; n) Use data to assess the likelihood of an outcome.



Level 2 Application of Number

Evidence would need to cover 100% of the qualification specification's skill standard, and at least 80% of the coverage and range.

Skill standards	Coverage and range
<p>Representing</p> <ol style="list-style-type: none"> 1. Understand routine and non-routine problems in familiar and unfamiliar contexts and situations. 2. Identify the situation or problems and identify the mathematical methods needed to solve them. 3. Choose from a range of mathematics to find solutions. 	<ol style="list-style-type: none"> a) Understand and use positive and negative numbers of any size in practical contexts b) Carry out calculations with numbers of any size in practical contexts, to a given number of decimal places; c) Understand, use and calculate ratio and proportion, including problems involving scale; d) Understand and use equivalences between fractions, decimals and percentages; e) Understand and use simple formulae and equations involving one- or two-step operations;
<p>Calculating</p> <ol style="list-style-type: none"> 4. Apply a range of mathematics to find solutions. 5. Use appropriate checking procedures and evaluate their effectiveness at each stage. 	<ol style="list-style-type: none"> f) Recognise and use 2D representations of 3D objects; g) Find area, perimeter and volume of common shapes; h) Use, convert and calculate using metric and, where appropriate, imperial measures;
<p>Interpreting</p> <ol style="list-style-type: none"> 6. Interpret and communicate solutions to multi-stage practical problems in familiar and unfamiliar contexts and situations. 7. Draw conclusions and provide mathematical justifications. 	<ol style="list-style-type: none"> i) Collect and represent discrete and continuous data, using ICT where appropriate; j) Use and interpret statistical measures, tables and diagrams, for discrete and continuous data, using ICT where appropriate; k) Use statistical methods to investigate situations; l) Use probability to assess the likelihood of an outcome.



Level 1 Reading/Writing

Evidence would need to cover 100% of the qualification specification’s skill standard, and at least 80% of the coverage and range. There must be evidence that candidates can read, understand and use information from two source documents containing straightforward texts and write two documents in response to a stimulus.

Skill standards	Coverage and range
<p>Reading</p> <p>1. Read and understand a range of straightforward texts.</p>	<p>a) Identify the main points and ideas and how they are presented in a variety of texts;</p> <p>b) Read and understand texts in detail;</p> <p>c) Utilise information contained in texts;</p> <p>d) Identify suitable responses to texts;</p> <p>e) In more than one type of text.</p>
<p>Writing</p> <p>2. Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.</p>	<p>f) Write clearly and coherently, including an appropriate level of detail;</p> <p>g) Present information in a logical sequence;</p> <p>h) Use language, format and structure suitable for purpose and audience;</p> <p>i) Use correct grammar, including correct and consistent use of tense;</p> <p>j) Ensure written work includes generally accurate punctuation and spelling and that meaning is clear;</p> <p>k) In more than one type of text.</p>



Level 2 Reading/Writing

Evidence would need to cover 100% of the qualification specification’s skill standard, and at least 80% of the coverage and range. There must be evidence that candidates can read, understand and use information from two source documents containing straightforward texts and write two documents in response to a stimulus.

Skill standards	Coverage and range
<p>Reading</p> <p>1. Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.</p>	<p>a) Select and use different types of texts to obtain and utilise relevant information;</p> <p>b) Read and summarise, succinctly, information/ideas from different sources;</p> <p>c) Identify the purposes of texts and comment on how meaning is conveyed;</p> <p>d) Detect point of view, implicit meaning and/or bias;</p> <p>e) Analyse texts in relation to audience needs and consider suitable responses;</p> <p>f) In two or more texts.</p>
<p>Writing</p> <p>2. Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.</p>	<p>g) Present information/ideas concisely, logically and persuasively;</p> <p>h) Present information on complex subjects clearly and concisely;</p> <p>i) Use a range of writing styles for different purposes;</p> <p>j) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively;</p> <p>k) Punctuate written text using commas, apostrophes and inverted commas accurately;</p> <p>l) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.</p>



Grading Descriptors

Communication

Level 1

The candidate has demonstrated they can read and understand a range of straightforward texts. They can identify the main points and ideas and how these are presented in more than one type of text, and they can demonstrate **at least some** understanding of these texts in more detail.

The candidate has shown the ability to utilise the information contained in these texts and identify suitable responses **at least some of the time**.

The candidate has demonstrated they can write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for purpose and audience. They can:

- write clearly and coherently;
- include an appropriate level of detail;
- present information in a logical sequence;
- use language, format and structure suitable for purpose and audience;

mostly or at least some of the time. Weaker performance (some of the time) in one or two of these requirements is compensated for by stronger performance (most of the time) in others.

The candidate has demonstrated at least some ability to produce written work that includes accurate punctuation, spelling and grammar with overall clear meaning, including generally correct and consistent use of tense. More limited accuracy in one of these areas is compensated for by stronger performance in one or more of the others.

The candidate has met both the reading and writing requirements. A weaker performance (some of the time) in one is compensated for by a stronger performance (most of the time) in the other.

Level 2

The candidate has demonstrated they can select, read, understand and compare texts and use them to gather information, ideas and opinions. Using at least two different types of text, they can:

- obtain and use relevant information;
- summarise information and ideas from different sources;
- identify the purposes of texts;
- comment on how meaning is conveyed;
- detect point of view, implicit meaning and bias;
- Analyse texts in relation to audience needs and consider suitable responses;

at least some of the time. Weaker performance in some of these requirements is compensated for by stronger performance in others.

The candidate has demonstrated that they can write a range of texts, including on complex subjects, communicating information, ideas and opinions effectively. They can:

- write clearly, concisely and with an appropriate level of detail;
- use language, format and structure suitable for purpose and audience;
- write persuasively where appropriate;
- use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively;

mostly or at least some of the time. Weaker performance (some of the time) in one or two of these requirements is compensated for by stronger performance (most of the time) in others.



The candidate has demonstrated at least some ability to produce written work that includes accurate punctuation, spelling and grammar that supports clear meaning, including generally accurate use of commas, apostrophes and inverted commas where appropriate. More limited accuracy in one of these areas is compensated for by stronger performance in one or more of the others.

The candidate has met both the reading and writing requirements. A weaker performance (some of the time) in one is compensated for by a stronger performance (most of the time) in the other.

Application of Number

Level 1

The candidate has demonstrated that they can:

- Read and understand straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material.
- Specify and describe a practical activity, problem or task using mathematical information and language to make accurate observations and identify suitable calculations to achieve an appropriate outcome.
- Generate results to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose.
- Present and explain results which meet the intended purpose using an appropriate format to a given level of accuracy.

The candidate should be able to apply their skills to different, but familiar contexts. The candidate should be able to apply their knowledge to develop skills, knowledge and understanding of contextual tasks.

To solve problems both with and without a calculator. More limited performance on some problems is compensated by strong performance on other problems.

The candidate has demonstrated secure understanding and accurate application of the level 1 skills specified in each of the three content areas of Number, Measures Shape and Space and Handling Data. Performance may be limited in a few of more peripheral and less familiar aspects of one or more content area.

Level 2

The candidate has demonstrated that they can:

- Read and understand straightforward mathematical information used for different purposes and independently select relevant information from given graphical, numerical and written material.
- Specify and describe a practical activity, problem or task using mathematical information and language to increase understanding and select appropriate methods for carrying through a substantial activity.
- Generate results to a given level of accuracy using methods, measures and checking procedures appropriate to the specified purpose.
- Present and explain results clearly and accurately using numerical, graphical and written formats appropriate to purpose, findings and audience.



The candidate should be able to apply their skills to different, but familiar contexts. The candidate should be able to apply their knowledge to develop skills, knowledge and understanding of contextual tasks.

The candidate will understand and solve multi-stage practical problems. The candidate will draw conclusions and make decisions with mathematical justification. Competency will be shown for comparing two sets of data and making accurate conclusions.

To solve problems both with and without a calculator. More limited performance on some problems is compensated by strong performance on other problems.

The candidate has demonstrated secure understanding and accurate application of the level 2 skills specified in each of the three content areas of Number, Measures Shape and Space and Handling Data. Performance may be limited in a few of more peripheral and less familiar aspects of one or more content area.



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