

2021 - 2022 Adaptations Functional Skills (3748 and 4748)

For the period of:
September 2021– August 2022

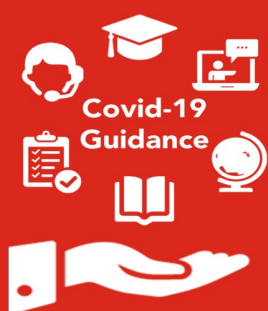




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Version history

Version	Amendment type	Section/Qualification
1.0 (September 2021)	Document created and published	All
2.0 (December 2021)	Reference to Remote assessment Centre Guidance added	Speaking and Listening Entry English and Maths



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, 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.

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>

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

Scope

This document sets out the adaptations that can be used to support the delivery of Functional Skills assessments at all levels.

It covers the adaptations for Functional Skills Entry 1 – Level 2 for all subjects (English, maths and ICT). A list can be found in the Appendix of this document.



2. Adaptations

Where possible, centres should attempt to deliver assessments in line with usual guidance/conditions, where it is safe for them to do so in line with public health guidance. Centres should refer to the DfE guidance which outlines how to run assessments in line with Public Health England (PHE) guidance. This can be found [here](#).

Where this is not possible, centres can use the adaptations set out in this document.

2.1. Level 1 and 2 Reading, Writing, Mathematics and ICT assessments.

2.1.1. Instructions for Conducting Examinations (ICE)

Level 1 and 2 Reading, Writing, Mathematics and ICT Functional Skills are assessed via externally set, externally marked examinations. City & Guilds continues to make all Functional Skills examinations available on-demand, via both paper-based and on-screen delivery modes, to the usual timescales.

Maths and English (4748)

City & Guilds have reviewed and updated our Functional Skills Instructions for Conducting Examinations guidance (ICE) in light of the challenges that Covid-19 has created, this can be found on our 4748-qualification page under:

Documents > Centre Documents > Functional Skills 4748 Instructions for Conducting Examinations or by clicking [here](#).

These amendments includes:

- additional flexibility for exam dates,
- exam dates can be moved for individual learners,
- centres not needing to inform City & Guilds of exam locations before exams take place,
- additional guidance about distributing papers and quarantining them before and after use,
- scripts can be collected after learners leave the room,
- scripts can be despatched up to three calendar days after the exam,
- guidance on using readers and scribes for e-volve tests.

ICT (3748)

The following flexibilities are permitted for paper-based exams:

- exam dates can be moved for individual candidates on the attendance register, instead of the whole cohort.
- any location can be used for an exam, providing it meets the requirements of the qualification handbook. This includes employer premises or the candidate's home. However, City & Guilds cannot send question papers directly to these addresses.
- if a location is only being used as an exam site, City & Guilds do not need to be informed of the address before exams take place at that site. The centre must keep records of all exam sites and this information must be provided to City & Guilds on request.
- scripts can be collected after candidates leave the room.



- scripts can be despatched up to three calendar days after the exam, as a safety precaution. This is at the discretion of the centre, permission from City & Guilds is not required. All scripts **must** be stored securely until they are despatched.

The following flexibilities are permitted for e-volve exams:

- The e-volve screen can be duplicated on another screen, to meet social distancing requirements when using a reader or scribe.

2.1.2. Remote Invigilation

This is where an e-volve test is carried out at the candidate's home (or other chosen location) without an invigilator in the same room. The Remote Invigilation Service includes the following to ensure tests are completed under the required conditions:

- candidate identification checks
- artificial Intelligence (AI) monitoring
- audio-visual recording of the test,
- an invigilator (observing the test live or through a recording).

Please see the latest guidance on our dedicated page on the City & Guilds website for more information <https://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin/remote-invigilation>

Remote invigilation **cannot** be used for paper-based exams or any ICT (paper-based or onscreen) exams. These exams must follow standard City & Guilds guidance.



2.2. Speaking, Listening and Communicating (SLC) (All Levels)

2.2.1. Scope

Remote assessment of Speaking, Listening and Communicating is already permitted and guidance for each level can be sourced on the 4748 Qualification page or via these links.

- **Level 1**
(Found on the 4748 qualification webpage under Documents > Assessment materials > Level 1 > Speaking Listening and Communicating Assessment Materials > Speaking Listening Communicating L1 Guidance)
- **Level 2**
(Found on the 4748 qualification webpage under Documents > Assessment materials > Level 2 > Speaking Listening and Communicating Assessment Materials > Speaking Listening Communicating L2 Guidance)

City & Guilds has also published generic guidance on conducting remote assessment, 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

2.2.2. 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.

2.2.3. Notification to EQA

Before delivering any remote SLC assessments centres must notify their External Quality Assurer (EQA).

2.2.4. Recording the assessment

Where SLC 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 SLC assessments,



- hold a list of any SLC 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).

2.2.5. Assessors participating in discussions

We understand that in some instances it may be difficult to gain sufficient people to take part in the discussion activities within the SLC assessments. To allow these activities to still go-ahead assessors can participate in these discussions provided the sessions are recorded and the assessor conducts their assessment of the activity after it has taken place. All usual assessment documentation should be used.



2.3. Entry Level Reading, Writing and Maths

Entry level assessments can be taken remotely, they must be delivered on a 1:1 basis. There is no relaxation to the supervised conditions these assessments must be taken under, candidates must be supervised at all times during the assessment.

For generic guidance to support the delivery of remote assessments, 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

Below is specific guidance to support the remote delivery of Entry Level Reading, Writing, and Maths.

Centres must firstly consider if remote assessment is appropriate for the candidate being assessed. This should be treated as an adaptation that is used in circumstances where the delivery of the assessment face-to-face is not possible, it should not be the normal approach to a centre's delivery of assessment. For some learners requiring reasonable adjustment, centres may feel that remote assessment is not appropriate and therefore assessment should be delivered face to face in following the usual guidance.

Reading, Writing and Maths are all externally set question papers which are marked by the centre. They must be completed under supervised conditions, meaning all assessments require continuous supervision by the assessor or another responsible and suitably qualified adult.

City & Guilds have published Assessor Instructions at Entry Level for English and Maths, these instructions must be adhered to even when assessment is delivered remotely, unless it specifically specifies otherwise within this document. All assessors must read, be familiar with and comply with these instructions at all times.

The instructions can be found on the Functional Skills webpage or by clicking [here](#).

2.3.1. Writable Assessment Materials

City & Guilds have made all entry level assessment materials (both candidate papers and assessor documentation) available as writable PDFs files to support the completion of the assessment electronically and remotely.

2.3.2. Before the assessment session – planning

Software

Centre may use video conferencing software to conduct these assessments. They must be able to:

- see the candidate to confirm the identify
- see the candidates computer screen
- monitor how and when the candidate accesses the assessment material

Assessment sessions **must not** be recorded using video, unlike Speaking, Listening and Communicating. We stipulate centres do not video-record the session as this may compromise the security of the assessment materials if the learner is able to access the recording once the session has finished.

Storing assessment materials

Requirements relating to the access and storage of the assessment materials remain. Centres must restrict access of live materials to those responsible for administering or assessing these assessments.



All materials must be kept secure and confidential at all times.

Centres may wish to build the assessment materials in their own VLE, provided:

- this meets the requirements relating to candidate's access to materials, e.g. the candidates cannot access or download materials outside the assessment session, and if they are required to download materials during the assessment session these downloads are destroyed/deleted before the session ends,
- there are no changes made to the materials,
- the centre carries out robust quality assurance checks to ensure the materials can be accessed by candidates and reflect the live City & Guilds materials,
- the candidate's responses and assessment records can be stored securely, until the next External Quality Assurance visit,
- centres can demonstrate and account for the secure movement and secure storage of live assessment materials at all times

Getting the question paper to the candidate

All assessment materials issued by City & Guilds remain live at all times. It is paramount that centres ensure they maintain the security of the assessment materials. Candidates **must not** see any assessment in advance of sitting it. Candidates must not have sight of the assessment materials outside the assessment session or for longer than the specified duration of the assessment. For this reason, materials must not be emailed or posted to candidates. There must be an audit trail of who had access to the materials, where they accessed them and how long they had access for.

Centres must not share the document password which can be found on Walled Garden for these assessments. The password for these documents must be changed to a unique password if it needs to be shared with learners.

Candidates should only be able to access the question paper during the assessment session, once the assessment has begun (e.g. after all prep-checks and introductions have been completed) and they must return their responses to the assessor before the assessment session is closed.

2.3.3. The assessment session

Before the assessment duration starts

Once both the assessor and candidate are within the assessment session, the following must be completed by the assessor:

- ID checks to authenticate it is the candidate
- checks of the room to ensure there is no access to unauthorised materials
- explanation of the structure of the assessment, order of events, timings etc.
- what should happen if internet connections fail
- checks that the candidate can access the materials

Access to permitted materials

Please refer to each individual assessment to identify what materials are permitted. Below we have outlined where adaptations can be made for learners when completing the assessment remotely.



- Dictionary** Typically, candidates would use a paper dictionary. Candidates may not have access to a paper dictionary if taking it remotely. They can use a dictionary on-screen, provided the assessor can see what they are accessing. This can be through a website such as www.dictionary.com or Dictionary app. Candidates are also permitted to use a handheld electronic dictionary.
- Calculator** Typically, candidates will use a handheld calculator. If they do not have access to this, they may use a calculator onscreen, provided this can be seen by the assessor. Candidates cannot use their phones as calculators.

During the assessment duration

Once the duration of the assessment has begun:

- Candidates must be supervised throughout the assessment – assessors must be able to see the candidate, the room they are in and also the candidate's screen (via screen sharing technology).
- Candidates must not have access to mobile phones or any other unauthorised materials during the assessment – assessors should be screen sharing and also monitoring the candidate's behaviour via a webcam to monitor this.
- Candidates **must not** take their work away at any point.
- Time conditions remain. Centres need to ensure candidates complete the assessment within the stated timeframe. Reasonable adjustments can be applied where applicable.

Assessors must continue to create a record of the assessment, and their decisions for audit purposes.

Assessors must continue to use the City & Guilds assessment documentation where possible, to ensure they have record sufficient information, however if this is not possible assessors can record the assessment within word processing documents.

Once the assessment is completed, closing off the assessment session

Candidates must return their responses to the assessor before the end of the assessment session.

They must also demonstrate they have destroyed/deleted their responses, after the assessor has confirmed they have received them, during the assessment session. i.e. delete the photograph, delete the email/message to the assessor with the materials

2.3.4. Subject specific guidance

Reading

Candidates need to be able to see the source materials and the questions within the Candidate Paper.

Assessors must not read the source materials or the questions to the candidate.

Normal assessment conditions, outlined in the assessor instructions, remain except for:

- *Answers should be recorded on the Candidate Paper.*

Candidates can record their answers within a word processing document onscreen outside of the candidate paper, or they may write their answers on a sheet of paper. If candidates write their answers, they must send a scanned copy (a photograph will suffice) of their answers to the assessor during the assessment session. Once this is received by the assessor, the candidate must then destroy/delete their responses, both on paper, and the scanned file/photo, in front of the assessor. Candidates may also give their answers to the



assessor (or a suitably qualified person who is supervising the assessment) orally, provided the assessor captures the candidate's responses in writing for audit purposes.

Writing

This assessment can be split into two sessions:

1. Spelling Test
2. Writing Activity

Sessions must be consecutive (with no teaching or preparation between), but do not have to be on the same day. They can be completed in either order. All candidate work must be submitted and destroyed before the end of each session to ensure the candidate do not have access to the materials or their responses outside the sessions. Centres must also ensure that the duration for each section of the assessment is adhered to.

The spelling test must be delivered orally by the assessor to the candidate and not shared onscreen.

Normal assessment conditions, outlined in the assessor instructions, remain except for:

- *Answers should be recorded on the Candidate Paper.*

Candidates can record their answers within a word processing document onscreen outside of the candidate paper, if this is used, assessors must ensure that any spell checker software is switched off prior to the assessment starting. Applications such as notepad does not have any spell-check functionality and would lend itself to capturing learner responses. For writing, the City & Guilds PDFs which allow candidates to enter their responses have all spell-check functionality disabled.

Alternatively candidates may write their answers on a sheet of paper. If candidates write their answers, they must send a scanned copy (a photograph will suffice) of their answers to the assessor during the assessment session. Once this is received by the assessor, the candidate must then destroy their responses, both on paper, and the scanned file, in front of the assessor.

Maths

This assessment is split into two sessions:

1. Non-calculator
2. Calculator

Each section that comprises a title must only be taken with the corresponding section that forms that title. Centre must ensure that candidates only the specified amount of time for each section. If the assessment is completed within one session, the candidate must not have access to the non-calculator section of the paper, whilst they have a calculator available to them.

Sessions must be consecutive (with no teaching or preparation between), but do not have to be on the same day. They can be completed in either order. All candidate work must be submitted and destroyed before the end of each session to ensure the candidate do not have access to the materials or their responses outside the sessions.

Centres must ensure that candidates only have access to a calculator during the calculator section, and they cannot access a calculator in the non-calculator section.



Normal assessment conditions, outlined in the assessor instructions, remain except for:

- *The assessor should instruct the candidate(s) to write their answers on the Candidate Paper provided by the centre*

It is key that candidates still capture their workings. Candidates can record their answers by typing into a word processing document onscreen outside of the candidate paper, or they may write their answers on a sheet of paper. If candidates write their answers, they must send a scanned copy (a photograph will suffice) of their answers to the assessor during the assessment session. Once this is received by the assessor, the candidate must then destroy their responses, both on paper, and the scanned file, in front of the assessor.

In relation to the oral delivery of the questions and candidate's responses this is permitted in certain circumstances. Assessor must refer to and comply with the detailed guidance within the Assessor Instructions. Where a question includes pictures of coins or notes, candidates may have to hand real coins or notes if they are the same combination in the question. The assessor will advise the candidate of this during the introductory checks and check this ahead of the assessment duration beginning.

3. External Quality Assurance

At present, External Quality Assurance activity is conducted remotely. Where centres are assessing activities remotely, they must advise their External Quality Assurer (EQA) in advance. City & Guilds EQAs will aim to attend a sample of SLC assessments that are conducted remotely to carry out their quality assurance checks.



4. Further advice and information

City & Guilds recognise that centres will be faced with unprecedented challenges this year and want to understand the impact this has on learners being able to access Functional Skills assessments. Therefore, please provide regular feedback to us around the effectiveness of these adaptations.

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



0192 4930 800

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

Related documents, Ofqual guidance and updates can be found on our website here
<https://www.cityandguilds.com/covid-19>

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