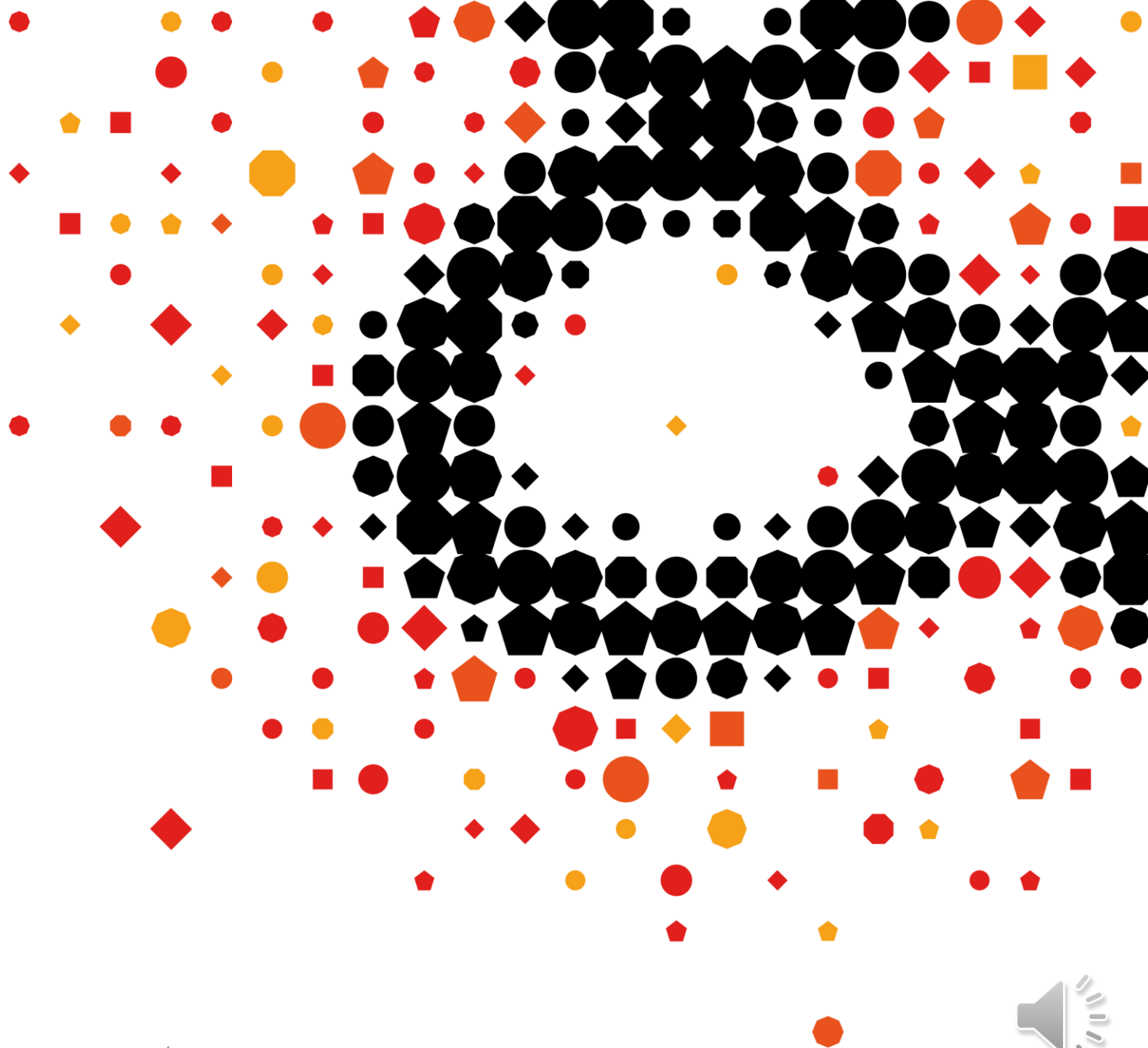


Essential Skills (Northern Ireland)

Alternative assessment
arrangements
For 2020/21

11 March 2021



City & Guilds have worked closely with the regulator, CCEA, and other Awarding Bodies offering Essential Skills Northern Ireland qualifications to develop guidance to support the delivery of adaptations and flexibilities, where required, in the delivery of Essential Skills Northern Ireland qualifications assessments.

The updated Essential Skills Northern Ireland guide, setting out a range of alternative arrangements and adaptations, for these qualifications is available from <https://www.cityandguilds.com/covid-19/nations>



Scope of the alternative arrangements

All externally set and marked examinations for Essential Skills qualifications have been cancelled with effect from 1 March 2021.

Centres will move to a Centre Determined Grade (CDG) approach, based on trusted evidence. This arrangement will apply from the **1 March 2021 until the 31 August 2021.**

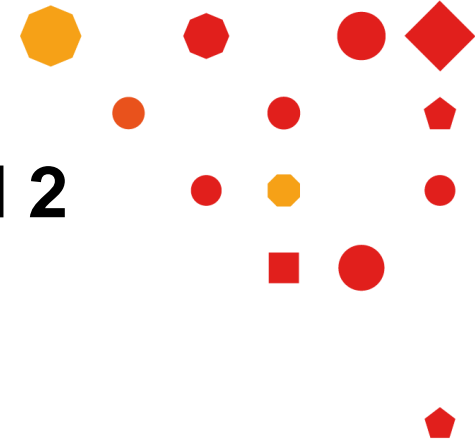
During this time, externally marked Essential Skills assessment must only be awarded through alternative arrangements.

The CDG replaces the assessment evidence from the examinations.

The alternative arrangements in this document apply to centres in Northern Ireland who offer any of the assessments listed below:

Assessment Code	Assessment Title
4800-011	<u>Level 1 Communication - Reading and Writing</u>
4800-021	<u>Level 2 Communication - Reading and Writing</u>
4800-111	<u>Level 1 Application of Number</u>
4800-211	<u>Level 2 Application of Number</u>





Communications and Application of Number at Levels 1 and 2

Alternative arrangements are only available for external examinations.

- External examinations will not be available from 1 March 2021 – 31 August 2021. Learners due to take undertake these assessments during this period must use alternative arrangements.
- Internal assessment such as Speaking and Listening cannot use alternative arrangements and must be completed utilising the adaptations available



Eligibility

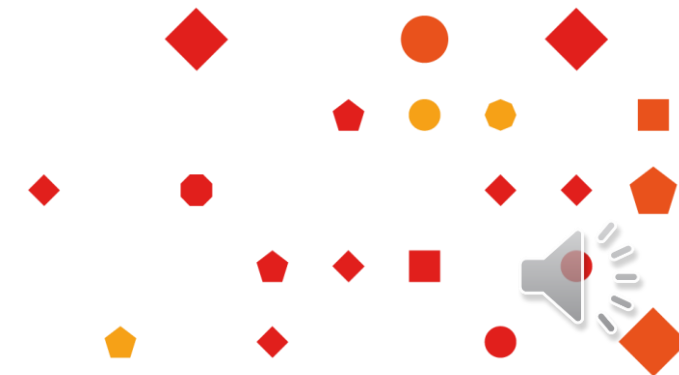
Centres will determine a grade (Pass/Fail) in Essential Skills for learners who either are:

- legitimately expected to take an Essential Skills external examination between 1 March 2021 and 31 August 2021,
- or**
- could not take their planned external assessment during the academic year 2020/2021 for reasons outside of their control.

Please note this includes learners who were expected to re-sit an assessment.

To demonstrate the eligibility of a learner, centres should gather and retain evidence, that may be required for audit purposes. This evidence should include:

- Date of initial assessment, assessment level and target level;
- Details of the class/ delivery model, day, time;
- Total number of guided learning hours attended including an indication if instruction was face-to-face or carried out remotely;
- Tracking to indicate coverage of content/readiness to take examination; and
- Authentication indication - learner and teacher signature, or electronic alternatives.





Making judgements for centre determined grades

Centres will make judgements on a learner's performance against the minimum evidential requirements.

- This professional judgement is derived from evidence held within the centre
- which has been reviewed by tutors, quality assured and approved by relevant heads of department.

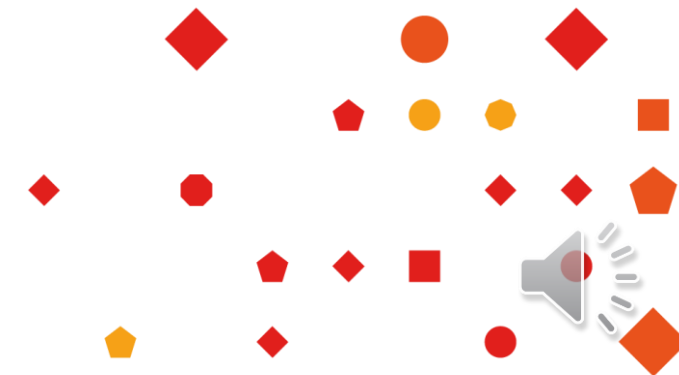
In coming to this judgement, centres should assume that it is no easier or harder for a learner to achieve this year, compared to previous years. Judgements should reflect how the learner would have performed if they were to take the external examination



Trusted evidence

The evidence used to make judgements on a learner's ability, should be considered, giving greatest weight to the most trusted evidence in the order given below:

- 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.
- 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





Audit and quality assurance

For audit purposes, centres must produce and retain a written justification of the CDG and records of the evidence submitted for each learner until the end of the appeal period. Below are some examples of what this should include:

- confirmation that the minimum evidential requirements have been met,
- the evidence that was used to form the judgement,
- declaration of authenticity from the learner around any evidence used,
- the centre judgement decision and justification,
- any internal quality assurance records.



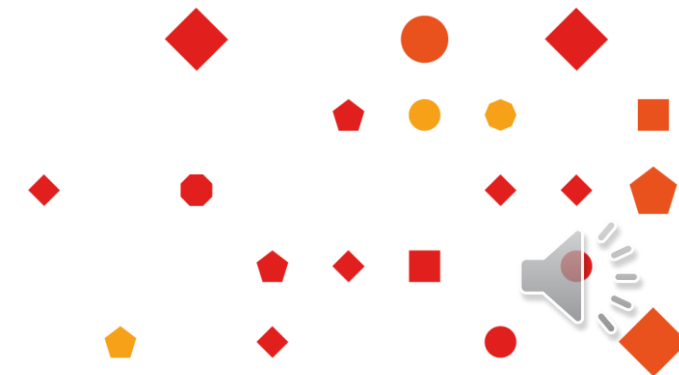
Adaptions for Internal Assessments

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 apply adaptations to the assessments which are outlined here. City & Guilds continues to work with the regulator to add to these adaptations.

- Centres are required to inform City & Guilds of their intention to adapt assessments via the Centre Intention form on the [website](#)

Speaking & Listening

- There is no Centre Determined Grade submission for Speaking and Listening.
- Where Speaking and Listening assessments cannot be conducted in person, remote assessment can be used as an adaptation.





Adult Literacy/Numeracy at Entry Level

Assessment can take place remotely without supervision. Materials can be shared with candidates to complete in their own time.

City & Guilds will make versions of these tasks available as writable PDFs to support learners completing these activities remotely.

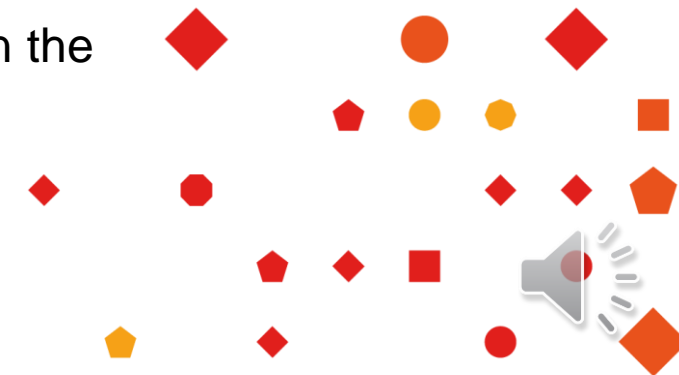


Information Communication Technology

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.

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.



Questions answers



Thank you

