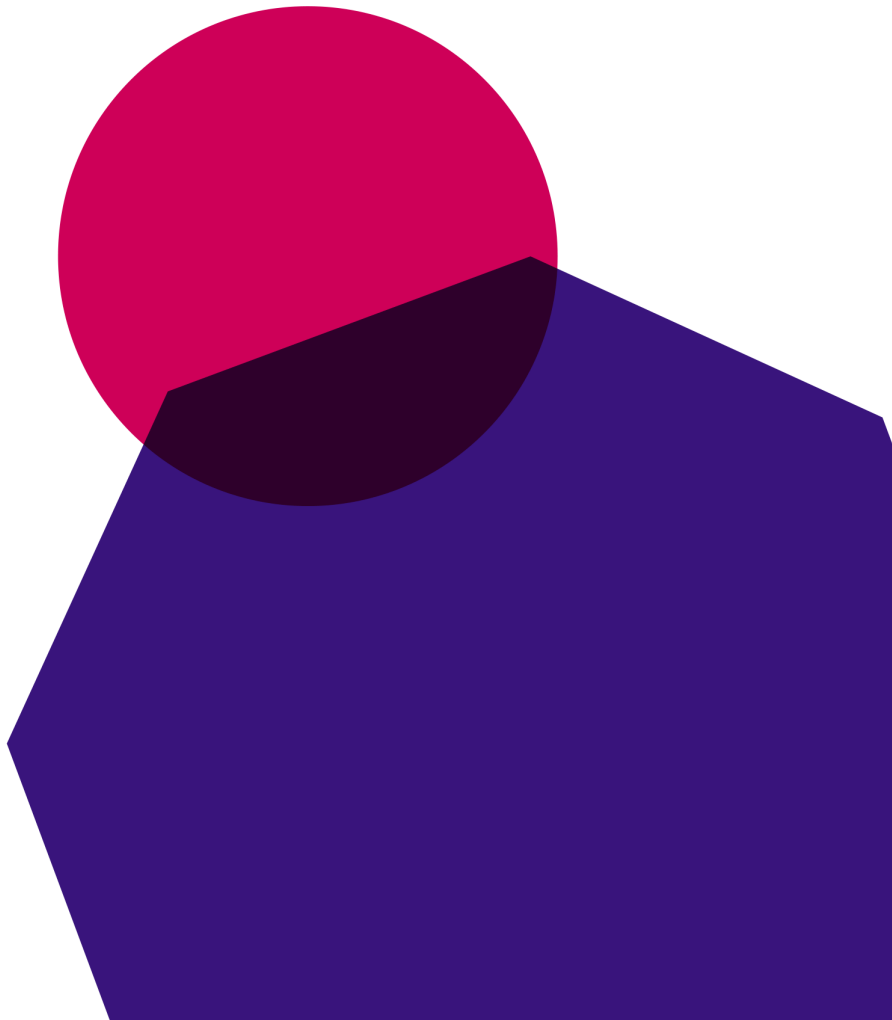


ESOL (4692) Covid-19 Calculated Results - FAQs

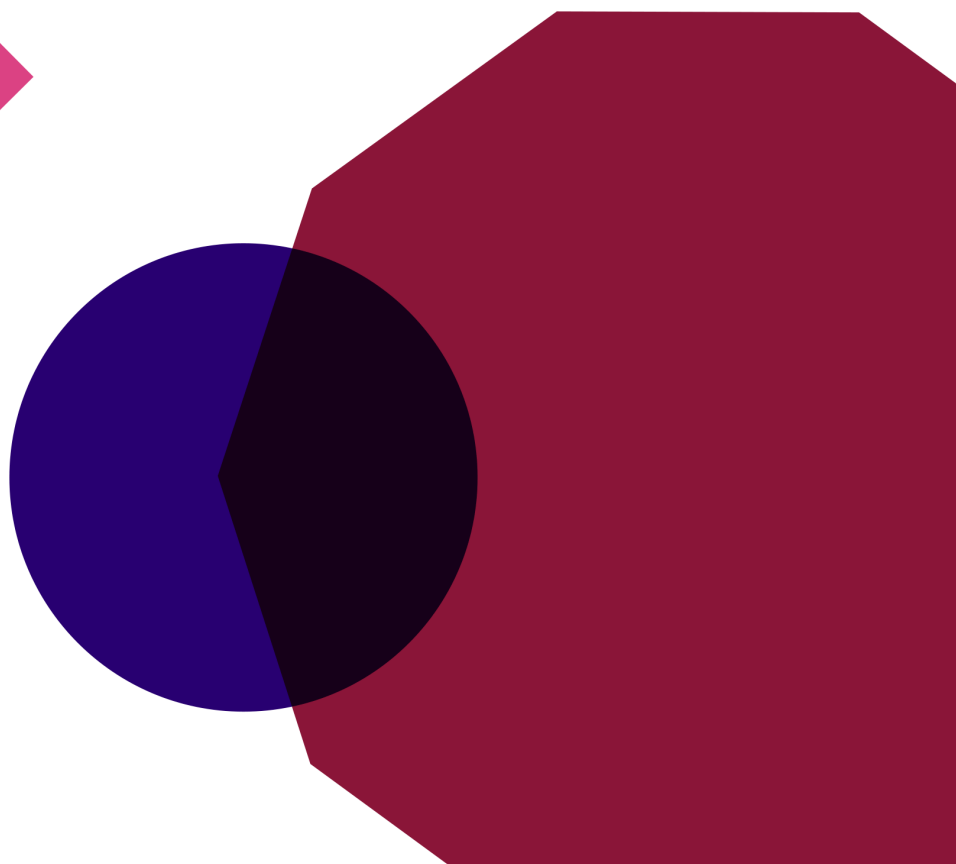
June 2020 V1.0



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These FAQs should be read alongside the **Information for Heads of Centre, Heads of Department and tutors on the determination of centre assessment grades, in relation to Covid-10 disruption**, and also refer to the **6-step guide** available on the Covid-19 support pages of our website.

Please also listen to our recorded presentation which covers the 6-step guide in more detail and outlines key aspects of determining centre grades. This is available on our Covid-19 support pages.

Candidate and the Covid-19 arrangements

1. Who should use the calculated grades approach?

Candidates who were expecting to take their ESOL assessments from 20 March to 31 July, and whose assessment has been affected by the Covid-19 situation, are in scope for this approach.

There is no need for candidates to continue completing ESOL assessments. Centres should be focussing on submitting centre assessment grades for their learners.

Centres unable to submit calculated grades need to contact us as soon as possible on estimation.quality@cityandguilds.com

2. Can we inform candidates that we are planning to submit their details as part of this process?

Candidates can be told a centre assessment grade will be submitted for them, instead of them taking an assessment or exam.

We will not require any further candidate personal details will be required as long as the eligible candidates are already registered with City & Guilds.

In line with the guidance, you are **not permitted** to tell candidates the centre assessment grades you are submitting for them.

3. The current guidance only goes up to 31 July. We are a training provider that delivers year-round learning and assessment. What do we do from 1 August?

Under the current arrangements and plans, we intend to return to delivering assessments in the usual way, on demand, from 1 August and so will not be able to accept any further calculated grades. We continue to keep this situation under review, work closely with Ofqual and follow government advice and guidance we receive.

Which ESOL qualifications the calculated grades approach applies to

4. Does this approach apply to both Awards and Certificates?

Yes. Centre assessment grades must be submitted by component, eg Reading, Writing, Speaking & Listening. However, there is no need to change any registrations if

candidates are registered on a full certificate as certificates can still be claimed in the usual way.

5. Does this approach apply to Entry level as well as Level 1 and Level 2?

Yes.

Terminology

6. I have heard a lot of different terms used, calculated grades, centre assessed grades. What is the difference?

A centre assessed grade is the evidence-based, provisional judgement of a candidate's component result which a centre submits to the awarding organisation.

A calculated grade is the confirmed result issued by the Awarding Organisation.

Timeframes for the calculated grades process

7. Is there a timeframe for this process? When does this process start and finish?

The guidance is now available, so you should start the process of determining centre assessment grades as soon possible.

Please refer to the guidance for further information on submission windows for centre assessment grades. The window for submission of centre assessment grades is 1 – 26 June. Results will be issued on 31 July for all accepted centre assessment grades, where we request further evidence to support the centre assessment grade results may be issued beyond this date.

Learner eligibility

8. Which learners are eligible or in scope for this approach?

This is covered and defined in more detail in the guidance. It applies to candidates affected by the Covid-19 disruption who you would expect to have taken their assessments from 20 March to 31 July.

Evidence

9. We have a lot of evidence, but it is in staff rooms or computer systems that we cannot access at the moment. Can it still be used?

Please refer to section 2.3 of the guidance which describes sources of evidence in detail.

For each component for each qualification at a centre, all tutors that have taught the candidate should be involved in determining whether they would have passed / failed using available evidence, including:

- practice tests;
- formative assessment undertaken to check learning and assess progress (this can be centre-devised or a commercially-available product);

- any other candidate work towards the qualification (ie work they have independently undertaken in class or at home);
- previous attempts at live assessments;
- progression data.

Results of initial and diagnostic assessment can be used but only in the following ways:

- As a benchmark to gauge progress made towards the component requirements by the candidate.
- Where this provides evidence that the candidate had already met one or more of the component's assessed requirements at the point at which the initial / diagnostic assessment was taken.

While preference should always be given to evidence **which is available for review**, It is acceptable for centres to use a **Professional/Expert Witness Testimony** to support their centre assessment grade judgement for ESOL components, eg Reading, Writing, Speaking & Listening.

Centres don't need to use a formal City & Guilds template for this, but should summarise for each candidate the evidence they are basing their professional judgement on, eg secure skills (IA/DA), marks, classroom activities, progress records, supporting testimonies from other staff etc.

For speaking and listening more specifically, this could include examples of speaking and listening tasks and activities carried out with learners in class, in practice tests/mocks, live observations, tutorials – face to face or remote, remote speaking and listening activities.

These statements will need to be dated and signed off by teachers/tutors before submission to Head of Centre for any internal quality reviews. They should be stored within the centre for 6 months and be accessible for review by City & Guilds.

10. Evidence for speaking, listening and communication may be harder to identify and bring together. Can we use things like witness testimonies? What else would be acceptable?

We will accept any valid evidence providing it shows progress towards achievement of the component.

As in question 9, while preference should always be given to evidence which is available for review, It is acceptable for centres to use a *Professional/Expert Witness Testimony* to support their centre assessment grade judgement for ESOL components, eg Reading, Writing, Speaking & Listening.

Centres don't need to use a formal City & Guilds template for this, but should summarise for each candidate the evidence they are basing their professional judgement on, eg secure skills (IA/DA), marks, classroom activities, progress records, supporting testimonies from other staff etc.

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These statements will need to be dated and signed off by teachers/tutors before submission to Head of Centre for any internal quality reviews. They should be stored within the centre for 6 months and be accessible for review by City & Guilds.

11. We have mark books and records tracking individual learners' progress, will these be acceptable evidence on which to make our judgements?

Yes, this type of evidence can be used to support your judgements.

12. What is trusted evidence?

This is 'evidence which demonstrates the learner's progress towards the learning aims of the component/qualification'. Further detail on suitable sources of evidence can be found in section 2 of the guidance.

13. What is sufficient evidence?

You need to use evidence which supports the judgement you are making about a learner's progress towards achieving the qualification. We recognise that you will have incomplete evidence, and that the range and amount of evidence will vary between different candidates. Judgements should be made on the evidence that is available and, where possible, centres should give weight to the most trusted sources of evidence.

Remember, Heads of Department and tutors should consider each student's performance over the course of study and make a realistic judgement about whether the candidate would have passed, if they had taken the assessment this summer.

14. Can evidence be drawn from other parts of the learner's programme, eg their 'on programme' learning as an apprentice?

Yes. In this case, the teacher/tutor setting and marking that piece of work would be expected to contribute to the judgement of the centre assessment grade for that component, for that learner. Evidence may also be drawn from tutorials and other parts of a learner's programme as long as it provides evidence of the learner making progress towards the skills being assessed in the component.

15. Could we use some evidence from other qualifications, eg stepping stones and bite-size literacy qualification, to support our claim?

Evidence needs to demonstrate progress towards achievement of the component, so would need to map across to the ESOL standards clearly. So, this would be possible if this can be demonstrated.

16. Are there any time limits on the currency of a piece of evidence?

It should be drawn from the learner's current learning programme.

17. Does the evidence need to be dated, or date stamped, in any way?

Ideally, yes, but if this is not possible, its authenticity should be confirmed as part of the evidence review process.

18. We have continued to deliver teaching and learning since lockdown. Can work completed by learners since lockdown be considered as evidence?

Yes. Learning up to the 20 March provides the **main** evidence for grade estimation. However, if there is evidence available from 20 March onwards which supports a centre assessment grade, this can be used alongside other evidence.

However, it is also important to remember the importance of using **valid** evidence and review the section of the guidance which describes valid evidence in more detail.

19. You say that the main evidence will come from before 20 March but we have continued with delivery online and remotely and the majority/all of the evidence comes from post lock down – is it still acceptable?

Evidence needs to be valid. The reason we recommend the main evidence be taken from before lockdown is that it is likely to have been completed in class under the supervision of the teacher. Any work since lockdown may have been completed under different conditions, so may be less reliable. We are relying on your professional opinion.

20. I have read the section on initial and diagnostic assessment in the guidance, but what about the learning resources and tracking tools that form part of some products? Can these be used as evidence?

Yes, these can be used to support a centre's decision where they contain evidence of progress towards achievement of the component/qualification.

21. What do you mean by 'banked' assessment results?

Where the candidate has a result on the Walled Garden, this is classed as a 'banked' assessment result. This may be useful if you intend to claim an overall Certificate.

22. What sort of commercially-available products could be used to evidence formative assessment?

There are many tools and resources available on the market which are used to support ESOL teaching and learning and assessment preparation, eg published workbooks, online tools etc. Elements of these may be considered as valid evidence where they include assessment activities which show progress towards achievement of the component/qualification.

23. What if we are not able to determine a centre assessment grade for some learners as we have insufficient evidence? How will those learners be affected?

You should carefully consider all available evidence. If you are unsure of the suitability of a piece of evidence, you can contact estimation.quality@cityandguilds.com for clarification.

If no evidence is available for a candidate for a particular component, unfortunately, you will not be able to submit a centre assessment grade for them for that component. You can enter 'no submission' for that candidate.

Claiming

24. If the candidate is working towards a Certificate and are awarded a centre assessed grade for one or two components, can they use these towards a Certificate claim?

Yes.

25. What happens if a candidate has completed a component, eg Reading, with another AO?

We will recognise that achievement in the usual way.

26. We have completed remote Speaking & Listening. Can we claim these as 'banked' components or use them as evidence?

If the Speaking & Listening component has been assessed either face to face or remotely and has been quality assured, it can be claimed in the usual way. Once claimed it can be used as a 'banked' component.

If not yet quality assured or claimed, it can be used as evidence towards a calculated grade.

27. How will spiky profiles work for Certificates?

All ESOL qualifications are based on the successful achievement of reading, writing, and speaking and listening. Certificates will need to be claimed in the usual way.

Access arrangements and special considerations

28. We may not have had time to record access arrangements, or learners may not yet have declared these, so we may not yet have agreed these with the AO. What should we do in this case?

It is not necessary to have received approval from City & Guilds. You must work on the assumption that you have access arrangement in place. However, it is important to retain evidence that shows this has been taken into consideration.

Submission

29. When can we start submitting results?

Centres will be able to submit evidence between 1-26 June 2020.

30. Can we bulk upload results?

Yes, this facility will be available in our system from 12 June. Please see the section on our Covid-19 support pages which provides more support on submitting Centre Assessment Grades [here](#).

31. Do we have to submit results for all learners' centre assessment grades in one submission?

Yes.

32. We are a large centre with many sub-sites and centre numbers, do we have to combine all these into one submission?

Submissions should be made at sub centre level and should reflect registration approaches. Additional guidance on the submission process is now available on our Covid-19 pages [here](#).

33. Can City & Guilds supply us with the historical data we need to make comparisons with previous cohort performance?

Centres should use their own historical to support their submission of centre assessment grades and inform their Head of Centre declaration.

34. Do we have to submit passes and fails?

For Level 1 and Level 2 Reading, which is externally set and marked, so you will need to submit either a pass or fail grade. If you have insufficient evidence or unable to submit a centre assessment grade, you can enter 'no submission' for that candidate.

For all other components at Level 1 and Level 2 and **all** components Entry level which are externally set and internally marked, you are required to submit centre assessment grades for each component for learners who you would normally have expected to take the assessments during this period and who in your judgement would have **passed**.

35. What about if a candidate has failed and taken a re-sit in the same period?

You need to submit a centre assessment grade for each component, for each candidate, and this should be the **best result** you would have expected them to achieve if taking the assessment/exam from 20 March to 31 July 2020. You need to submit the grade whether it would have been a pass or a fail for Level 1 or Level 2 reading, writing or mathematics. For speaking, listening and communication at all levels and Entry level, you are only required to submit passes.

36. How quickly will we get results?

Evidence submitted in June and accepted as part of our quality assurance process will be released at the end of July. If we have to request further information results may be issued outside of this timeline

37. Will you be issuing physical certificates, and will they look any different from those awarded under normal conditions?

We are currently issuing electronic certificates (e-Certs). These will look exactly the same and hold the same value.

38. When will the further administrative guidance for submission be available?

This will be available on the Covid-pages of the City & Guilds website on Friday 29 May.

39. Can candidates choose to take actual exams in August if they are unhappy with their estimated grades?

You should submit a centre assessed grade for any learner you would expect to have taken their assessment between March 20 and July 31. Yes, provided there is a return to normal delivery. Otherwise, candidates may take their assessments as usual from 1 August.

Useful sources of information

1. Ofqual guidance on [awarding qualifications in summer 2020](#)
2. Ofqual consultation on [awarding vocational and technical qualifications in summer 2020](#)
3. Ofqual [guidance for Heads of Centre, heads of department and teachers on objectivity in grading and ranking](#)
4. [ESOL \(4692\) qualification handbook](#)
5. [Adult ESOL Core Curriculum](#)
6. [City & Guilds Covid-19 support pages - ESOL](#)
7. [City & Guilds guide to determining centre assessment grades - ESOL](#)
8. 6-step guide [City & Guilds 6-step guide to determining centre assessment grades - ESOL](#)
9. [City & Guilds Guidance for submitting centre assessment grades](#)

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5-6 Giltspur Street, London EC1A 9DE.
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