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A City & Guilds Group Collaboration

Alternative Assessment arrangements 2021

ESOL (4692)

Information for centres on the determination of Teacher Assessed Grades

For the period of Spring and Summer 2021

Version 3.0 June 2021

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Version Control

Version	Sections Amended	Amends
V2 May 2021	Eligibility	Assessment readiness definition amended Infographic added
	Sources of Evidence	Additional guidance on: • what to do if no high-ranked evidence is available • how to use a combination of evidence • Centres must ensure all evidence captures the conditions it was generated under.
	Assigning TAGs	Additional guidance to support making objective TAG judgements.
	Submitting TAGs	New section
	Declarations	Revisions to the declarations required
	Internal Quality Assurance	Details added on who must complete IQA
	External Quality Assurance	Outline of the EQA process added
	Appendices	Eligibility scenarios added
V3 June 2021	Sources of Evidence	Centres must ensure all evidence captures the conditions it was generated under. All evidence must be dated. If evidence is not dated it cannot be accepted.
	Internal quality assurance	Clarity and additional wording added
	Eligibility Eligibility scenarios	Guidance around the evidence that can be used to support Eligibility. ERF Links updated.

Foreword from David Phillips, Managing Director City & Guilds

Given that the ongoing pandemic, and restrictions, continue to disrupt teaching, learning and assessment we have created a series of communications and guidance documents to provide support for you and your learners over the coming months.

The issuing of results for qualifications within this window will be regulated by the newly developed Vocational Contingency Regulatory Framework (VCRF). The VCRF will allow for assessments to be taken using agreed adaptations, or where necessary for alternative assessment arrangements.

We are working closely with the Department for Education (DfE), regulators and other Awarding Organisations to develop clear timeframes and detailed guidance for you to help ensure that all eligible learners, with evidence of meeting the requirements can receive results under these arrangements.

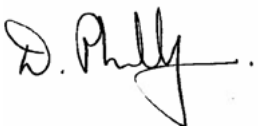
Arrangements will vary according to the types of qualification and how they are delivered and assessed. This reflects our wide range of vocational and technical qualifications and their distinct purposes. We will ensure that the available arrangements:

- are practical, manageable and do not create unnecessary burden,
- maintain the integrity of our qualifications,
- support the issue of valid and reliable results, and
- do not advantage or disadvantage any one learner over another.

To support you through the new process, we have produced guidance for different types of qualifications which should assist your next steps. This information is the start of series of communications and will be updated regularly, to include:

- important news on our COVID19 webpages,
- FAQs to support your questions,
- timelines for activities,
- administrative details for submission of results, and
- step-by-step guide to underpin the submission process

Our dedicated Customer Support Team will be on hand to answer your questions and queries, and their contact details can be found at the end of this document.



David Phillips
Managing Director, City & Guilds

Approach

For ESOL Skills for Life qualifications, it is the DfE's policy position that where *assessments can be delivered in line with public health measures, including remotely, the Department's policy position is that they should be permitted to continue to proceed.* This means that normal assessment arrangements, continue to be available to centres.

Ofqual's guidance states that:

Where learners are ready to take an assessment because all teaching and learning has been completed, and can safely do so, remotely or in person, an awarding organisation should enable them to do so. An awarding organisation should make it clear to its centres that it will expect them to be able to demonstrate that they have taken all reasonable steps to enable learners to take their assessments, remotely or in person. Where it considers it necessary, an awarding organisation should request evidence from a centre of the steps that it has taken in this regard.

However, where learners are ready to take an assessment for such a qualification but are not able to do so because of public health and safety guidance, an awarding organisation should put in place other arrangements for awarding, which may include the use of Teacher Assessed Grades.

Therefore, Teacher Assessed Grades (TAGs) are available for ESOL qualifications as a last resort, where a centre can demonstrate for individual learners, who are assessment ready, that:

- it is not possible to delay the assessment,
- it is not possible to deliver the assessment face-to-face **and**,
- it is not possible to deliver the assessment remotely,

Centres should refer to public health guidance for their Nation before running assessments.

Where assessment cannot be conducted face-to-face, adaptations are available and should be explored fully. We have put in place adaptations to assessments to help mitigate the ongoing impacts of Covid-19, including our remote invigilation offer. These documents have recently been reviewed with further adaptations having been added. We will also be willing to discuss further options with centres to support the delivery of live assessments.

Where learners are ready to take assessments that are required for progression but are unable to do so face-to-face, and it is not possible to access assessments remotely, component results can be determined using alternative arrangements. This is subject to prior approval by City & Guilds.

TAGs are at component level, for the awards and the certificates. This allows the flexibility for learners to achieve their qualification through a mixture of 'normal' assessment/testing and TAGs when there are multiple components.

Scope

This document covers the arrangements for all components within City & Guilds ESOL Skills for Life. A list can be found in the Appendix of this document. It is available for learners who were due to take an assessment between 1 August 2020 and 31 August 2021.

Timeframe

City & Guilds is able to offer these alternative arrangements until at **least** 31 August 2021. We will publish key dates on the City & Guilds website.

High level process

Centres must make every effort to ensure that learners can access assessments, in line with public health guidance, where possible. Where this cannot take place, they may be eligible for a TAG, subject to approval by City & Guilds.

The TAG process is:

- the centre confirms the learners meet the eligibility requirements and have sufficient evidence to support a TAG,
- the centre submits eligible learners to City & Guilds,
- City & Guilds quality assures the eligibility submission and informs the centre whether this is acceptable,
- tutors make a judgement for each assessment based upon trusted evidence,
- centres internally quality assure (IQA) judgements,
- the centre submits TAG results to City & Guilds,
- City & Guilds quality assures the results that have been submitted by sampling to ensure evidence is sufficient and the process has been followed,
- City & Guilds issues results for each component if evidence sufficient and process followed,
- once learners have passed all components, City & Guilds issues the qualification result and certificate.

City & Guilds will offer a number of submission windows throughout Summer 2021 for centres to request TAGs for individual eligible learners and submit results. Details of these dates can be found **here** on the ESOL Covid-19 webpage on the City & Guilds website.

Eligibility

Delivering the usual assessments must always be the primary option. Adaptations to delivering assessments have been made, so centres **must** explore and exhaust all these options before considering a TAG for any learner.

Our ESOL adaptation guide can be found **here.**

Eligibility for a learner to be **considered** for a TAG has to be clearly established, by the centre, **before** any tutor judgement based on supporting evidence is considered.

In order to use TAGs, learners must:

- be registered onto an ESOL qualification with City & Guilds,
- be assessment ready,
- be unable to access assessment face to face,
- be unable to access assessment remotely,
- be unable to delay the assessment as a result is required for progression, and any delay will impact a learner's ability to progress, and
- have evidence that a tutor can use to form the basis of their TAG judgement.

City & Guilds defines 'assessment ready' as:

> *Following a period of teaching and learning, the tutor is confident, in that moment in time, that the learner is sufficiently prepared to attempt the assessment through usual methods. If tutors are not confident of this, they should delay the assessment and continue teaching and learning.*

There may be some learners who were due to take their assessment between August 2020 and March 2021. These learners will have completed their course of study and are 'overdue' their assessment. They will be considered eligible for a TAG provided if:

- their course end date is in the past and assessment is overdue, and,
- they would have been considered eligible for a TAG **at the time they were ready to take a live assessment,** and,
- the centre has supporting evidence to demonstrate the learner was assessment ready, and,
- the centre can demonstrate it is **not possible** to invite the learner back to take an assessment face to face **and** has explored all possible adaptations to take the assessment.

TAGs cannot be used to compensate for lost teaching and learning; teaching and learning should align to usual practice.

When considering the eligibility of a learner, centres need to be certain that at the point of making an eligibility booking for a TAG, that it is not possible for that learner to take a live assessment, either face-to-face or remotely, before they require a result for progression.

We have created a decision tree to support centres with decisions on eligibility in the appendix of this document.

Centres must provide a rationale which clearly identifies why their learners are eligible for a TAG, ahead of submitting any TAG results. Eligibility must be established for each individual learner. It is not sufficient to provide information on groups of learners. City & Guilds will ask for further information from the centre where it is not possible to establish eligibility at a learner level.

In order to submit TAGs for learners, the centre will need to complete an Eligibility Booking in Walled Garden, where they will submit a request to City & Guilds for approval. As part of this submission, centres need to provide details of which learners require TAGs, along with a rationale statement on why these learners need to access a TAG.

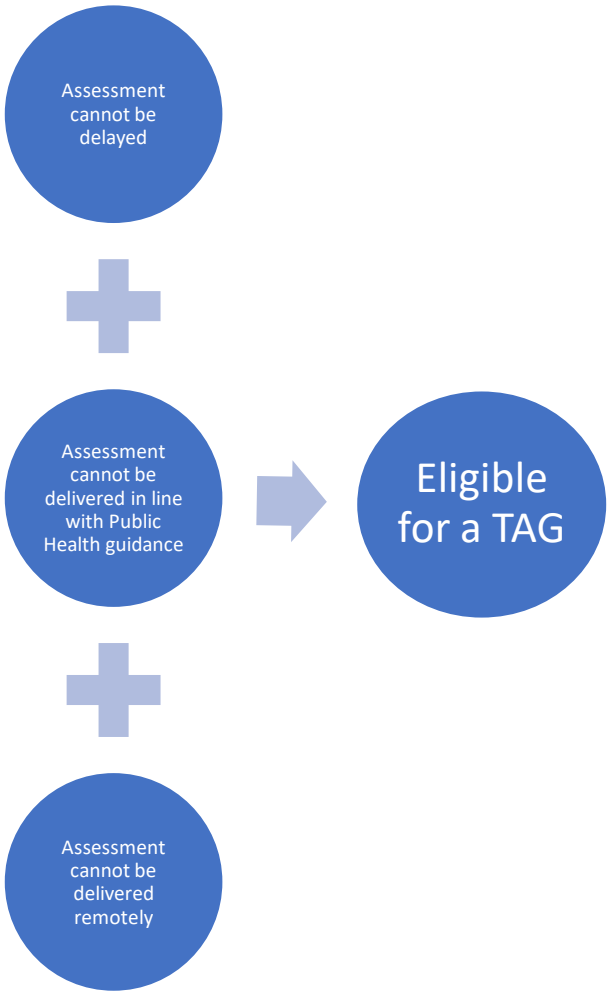
In addition to the Eligibility bookings, centres should also complete the Eligibility Rationale Form (ERF) can be found on the City & Guilds website or here.

These forms will also capture details around the approach the centre is taking and will form part of the Head of Centre Declaration.

Centres must retain the evidence, that supports learners' eligibility, for 12 months after the date the results are issued or following the outcome of an appeal, whichever is later. Centres do not need to upload this evidence for all learners initially, however City & Guilds may wish to sample this evidence as part of our external quality assurance when validating learner eligibility.

To be eligible for a TAG, learners must be registered onto a City & Guilds qualification, be 'assessment ready' and have **at least one** eligible reason for **each** of these three categories:

A. assessment cannot be delayed,
B. assessment cannot be delivered in line with Public Health guidance,
C. assessment cannot be delivered remotely.



In the appendices we have provided some examples of different eligibility scenarios in relation to each category and guidance of whether they would be a valid reason to access a TAG or not.

In the appendices we have provided some examples of different eligibility scenarios in relation to each category and guidance of whether they would be a valid reason to access a TAG or not.

We have also included in this guidance details of the types of evidence centres should collate to demonstrate their learner's eligibility. All evidence for eligibility must include:

- name of individual,
- if they are not the learner, their role, (they need to be of a sufficient level of seniority to confirm the statements made)
- who they are in relation to the learner,
- the date it was captured.

Evidence needs to be plausible and support the statements made at submission.

Sufficient Evidence

All TAGs must be based on sufficiently robust evidence. Each learner that uses a TAG must have evidence that demonstrates that they have covered the full range of subject content and are able to meet the assessment criteria for the component. This is to ensure comparability between the learners who are taking live assessments and those accessing TAGs during the same period.

Sources of evidence

Centres must collect evidence of learner performance to support the determination of TAGs, drawing on existing records and available evidence from any point in the course. Centres should take into consideration the various types of evidence that could contribute towards the determination of the TAG such as:

- completed sample papers,
- any formative or practice exam/assessment results,
- coursework/homework,
- relevant evidence gathered to support attainment against other qualifications,
- any other records of learner performance over the course of study.

We have ordered the evidence above as a guide to highlight the type of evidence we feel is the most valid to support a tutor judgement. However, we appreciate that centres are best placed to determine what piece of evidence best demonstrates a learner's capability when forming a judgement.

Ideally the evidence used will be consistent across the cohort, however in some cases that might not be possible where learners have missed some teaching or assessments. In these instances, centres must be able to clearly identify the alternative evidence used for these learners and justify how it meets the specification of the missing assessment.

While we have identified potential sources of evidence, we will not prescribe the evidence that centres must use, as it is important that tutors consider the specific circumstances under which teaching, learning and assessment has taken place for the learners in their cohort.

Centres should aim to include evidence that assesses learners' ability across a representative range of subject content. Tutors can use evidence of a learner's performance from any point in the course of study, provided they are confident that it reflects the learner's own work.

Centres should make sure that learners are aware of the evidence that will form the basis of their final grade. It may be appropriate to provide feedback on evidence to learners, however proposed TAGs should not be discussed.

Centres should consider the quality and subsequent weighting of evidence when using it to determine TAGs. Weighting should be established by considering factors such as

- the conditions the evidence was produced under (e.g. invigilated, supervised or unsupervised),
- the content covered,
- the assessment objectives covered,
- how closely evidence aligns with the design/format of the summative assessment,
- whether evidence has been internally quality assured,
- whether evidence has been authenticated.

Please note that the above list is not in a hierarchical order.

For any evidence used to support a TAG, tutors must be satisfied that the work is:

- authentic to the learner and is consistent with the level of work they have produced throughout the learning programme,
- current and reflects the learner attainment at the time that the TAG is determined, therefore it is recommended that evidence has been gathered from when they began their ESOL course, or since beginning any other primary programme (such as a full time FE qualification), they are working towards.

Centres must ensure that all evidence is clearly referenced and that the following details are clear:

- which learner it is for,
- the date the work was completed,
- any marks and/or assessor judgements,
- what the evidence demonstrates,
- the conditions the assessment was generated under (e.g. supervised/unsupervised)

The deadline for generating evidence is 31 August 2021. Evidence dated after 31 August 2021 cannot be used towards a TAG. There are no exceptions to this rule.

Please ensure all evidence is clearer dated. If evidence is not dated, it may not be accepted.

Assigning TAGs

When learners are deemed ready for assessment, centres will be asked to make an objective judgement of each learner's performance on a range of evidence relating to the qualifications content that they have been taught (either in the classroom or via remote learning).

In coming to these decisions, tutors will use their professional judgement to objectively balance the range of evidence available for each learner. Centres should aim to use high quality evidence that clearly relates to the specification, in terms of both content and assessment.

Ofqual have published guidance to support tutors making objective judgements which can be found **here.**

Submitting TAG results

Once centres have completed their TAG judgements and all IQA has been completed they will need to submit a result against each learner via Walled Garden Alternative Results Process.

We are not mandating that centres must submit Fail grades for learners as part of the TAG process, however centres are able to do this if they wish.

We will publish detailed guidance documents to support centres to understand the process and systems that need to be used to support the submission of TAG results. This can be found on the ESOL Covid-19 webpage here**.**

Centre Declarations

A declaration is required to confirm the centre has followed the guidance/requirements within this document. Centres must agree to this declaration each time they submit a TAG result to City & Guilds.

This declaration will confirm that:

- all grades are accurate and represent the professional judgements made by centre staff,
- all grades have been checked for accuracy and reviewed by a second member of staff,
- a centre has met the requirements set out by City & Guilds for internal quality assurance,
- each grade is based on sufficient, appropriate evidence and is the learner's own work,
- access arrangements were provided with appropriate input from specialist tutors (and where not, that has been taken into account),
- centre staff have taken note of the Ofqual guidance document 'Information for centres about making objective judgements'
- judgements have not been influenced by pressure from candidates, parents or carers,
- all relevant evidence and records are available for inspection, as necessary and will be retained for 12 months following submission.

Internal Quality Assurance (IQA)

Centres must ensure that TAGs are subject to Internal Quality Assurance (IQA) to ensure all staff involved have a common understanding of the TAG process and ESOL subject content. This is to support the centre's delivery team in making consistent and valid assessment decisions. This will involve effective standardisation activities throughout the process (e.g., at the point of evidence collection when reviewing evidence and making assessments of evidence).

These activities could include agreeing on the weighting of evidence for an assessment, ensuring a common understanding of grade descriptors and collectively working through the evaluation of evidence and the assessment of evidence process.

This may also involve looking at comparative centre data for assessments from previous years (where applicable) to sense check performance levels.

Every TAG must be:

- reviewed by another subject tutor/assessors, and
- signed off by the head of department or head of centre.

This is to ensure the TAG given is not a reflection of one teachers/individual's judgement. This is to embed a fairness to learners and also support consistency across a centre within the process.

The IQA approach centres take should reflect the experience of the assessors/teachers and the volume of candidates, as well as whether the component is normally externally marked by City & Guilds. Dependent on these factors, the centre may decide either that a risk-based sampling approach is suitable or that all assessors' judgements should be reviewed.

Centres should be confident that work produced is the learner's own and that the learner has not been given inappropriate levels of support to complete it, either in the centre or at home.

TAGs must therefore be authenticated and signed off by the Head of Centre as part of the submission process.

IQA processes will be reviewed as part of our external quality assurance monitoring. City & Guilds will sample the evidence held for learners and the supporting IQA records. If we have any queries, we will then contact the centre for more information.

City & Guilds will be publishing a guide on Internal Quality Assurance for TAGs which will be available on our Covid-19 webpages.

External Quality Assurance (EQA)

We will undertake monitoring and sampling of TAGs as part of our external quality assurance activities this year to confirm the validity and reliability of results. This will involve looking at:

- eligibility of learners,
- samples of evidence,
- centre approach and processes,
- internal quality assurance.

Our EQA process is described below.

Before TAG submission

We will review the information centres submit in the Eligibility Rationale Form (ERF), available via the City & Guilds website. As part of this form centres will outline the evidence they intend to use to support their TAG judgements and outline their approach to Internal Quality Assurance (IQA). We will use these responses to gain assurance on the centres approach to TAG.

We will contact the centre if we need further information.

Centres will also be asked to supply evidence to support the Eligibility for a sample of learners.

After TAG result submission

Once we are assured of the approach a centre is taking, we will then sample TAG evidence held by centres to validate processes have been followed as expected.

We will select the sample using a risk-based and random sampling strategy, using the information submitted via the Eligibility Booking. Once we receive a centre's TAG result submissions, we will identify the learners we wish to sample and notify centres of the next steps of how to submit evidence to us.

The sample of learners will cover both the range of ESOL skills (i.e., reading, writing and speaking and listening) and levels the centre has submitted results for.

'Evidence' will include the following:

- the learner evidence used to make the judgement i.e., a sample assessment,
- any assessment decisions relating to that evidence i.e., the marking,
- any IQA records relating to this evidence.

We will review the evidence submitted and validate that:

- there is evidence to support the learner has met the standard, that has been authenticated,
- the evidence is sufficient and appropriate to support the result,
- the centre followed their process properly and consistently for gathering evidence and IQA.

If we identify concerns during the EQA stage, we will contact centres and potentially ask for any of the following:

- clarification on the evidence submitted,
- additional evidence for the sampled learners with a supporting rationale for the grade submitted,
- for centres to review if these concerns apply to other learners,
- evidence for additional candidates.

We will hold results for all learners submitted during that submission window until concerns are addressed.

If a centre is sampled, all EQA activity must be completed before results can be released. If there are outstanding EQA actions, at the results deadline date, results will not be issued until all actions are addressed.

Submission Windows

There will be a number of opportunities throughout summer 2021 for centres to request TAGs for individual eligible learners and to submit results. These are published on the ESOL Covid-19 page.

Access arrangements and reasonable adjustments

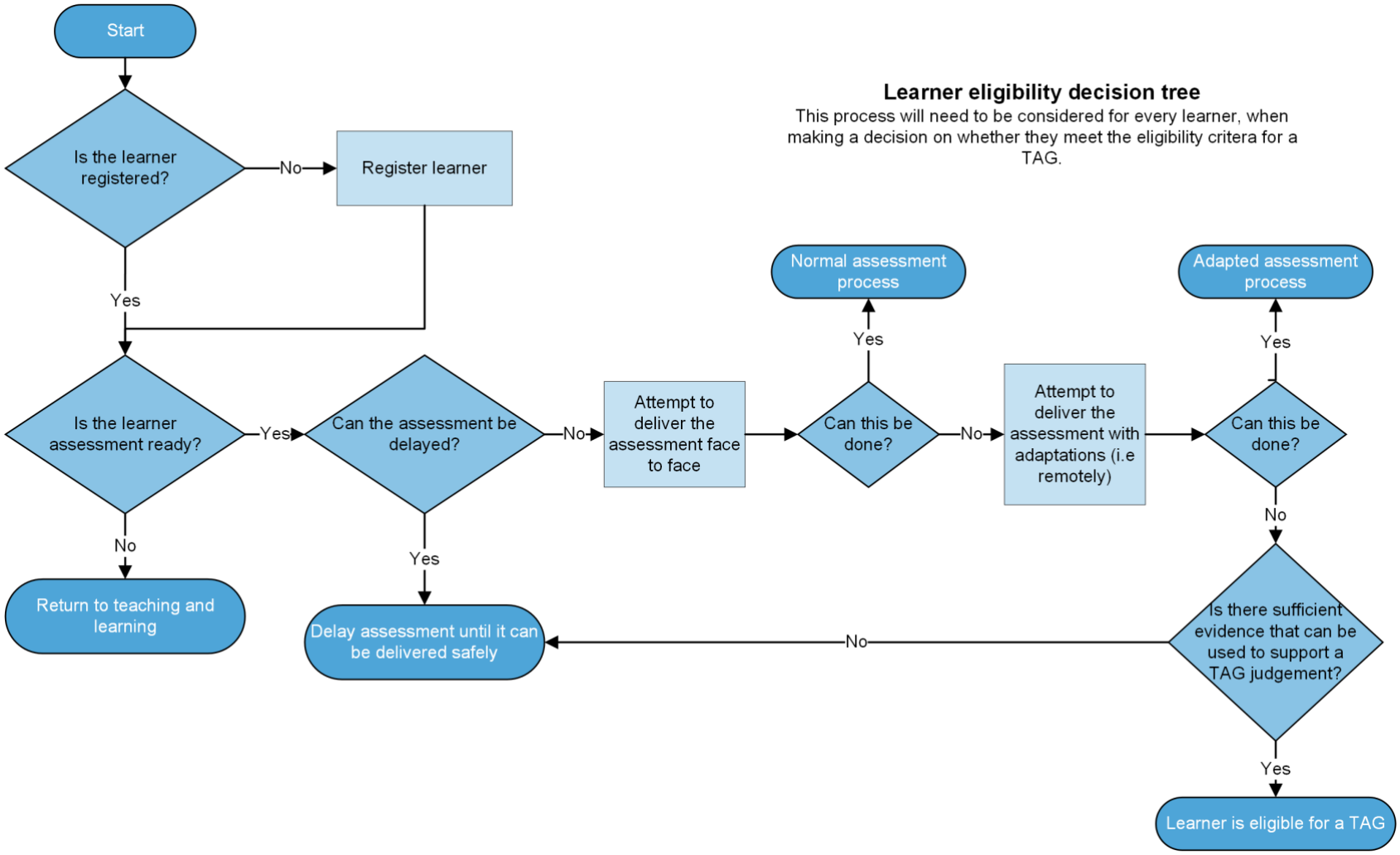
Where learners are eligible for access arrangements for assessments, centres must ensure that these are in place for any alternative arrangements.

Any judgements should take account of likely achievement with the access arrangement in place, with input from specialist tutors, where appropriate. If access arrangements were not in place, for example where work is completed remotely, centres should take this into account when determining the TAG.

Appendix 1 – Qualifications in Scope

Code	Qualification Title	QN
4692-01	Entry Level Award in ESOL Skills for Life (Reading) (Entry 1)	601/4186/4
4692-01	Entry Level Award in ESOL Skills for Life (Writing) (Entry 1)	601/4187/6
4692-01	Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 1)	601/4188/8
4692-02	Entry Level Certificate in ESOL Skills for Life (Entry 1)	601/4075/6
4692-01	Entry Level Award in ESOL Skills for Life (Reading) (Entry 2)	601/4189/X
4692-01	Entry Level Award in ESOL Skills for Life (Writing) (Entry 2)	601/4190/6
4692-01	Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 2)	601/4191/8
4692-02	Entry Level Certificate in ESOL Skills for Life (Entry 2)	601/4077/X
4692-01	Entry Level Award in ESOL Skills for Life (Reading) (Entry 3)	601/4192/X
4692-01	Entry Level Award in ESOL Skills for Life (Writing) (Entry 3)	601/4193/1
4692-01	Entry Level Award in ESOL Skills for Life (Speaking and Listening) (Entry 3)	601/4194/3
4692-02	Entry Level Certificate in ESOL Skills for Life (Entry 3)	601/4078/1
4692-01	Level 1 Award in ESOL Skills for Life (Reading)	601/4195/5
4692-01	Level 1 Award in ESOL Skills for Life (Writing)	601/4196/7
4692-01	Level 1 Award in ESOL Skills for Life (Speaking and Listening)	601/4197/9
4692-02	Level 1 Certificate in ESOL Skills for Life	601/4079/3
4692-01	Level 2 Award in ESOL Skills for Life (Reading)	601/4198/0
4692-01	Level 2 Award in ESOL Skills for Life (Writing)	601/4199/2
4692-01	Level 2 Award in ESOL Skills for Life (Speaking and Listening)	601/4200/5
4692-02	Level 2 Certificate in ESOL Skills for Life	601/4076/8

Appendix 2 – Learner Eligibility Decision Tree



Appendix 3 – Eligibility Scenarios

A. Assessment cannot be delayed

For this category, centres will need to demonstrate that each individual learner needs a result imminently i.e. before the results deadline date, to support the learners progression. City & Guilds will publish results deadline dates for each submission window and they are also available from the ESOL Covid-19 webpage.

A learner's need for a result must relate to their progression opportunities such as; progression onto further study or into the workplace or onto the next job.

Where the result is required beyond the current window the centre should not apply for a TAG, instead, they should attempt delivering a live assessment or submit for a TAG, in a later window, where this is not possible.

At the point of Eligibility submission, centres will be required to provide a rationale, for each learner, on why the assessment cannot be delayed. Centres should include detail such as; what the learner is progressing onto, what stage the learner is at in their learning journey and a date of when the result is needed by within this rationale.

We have provided an outline of what is and isn't acceptable rationale below to support centres. Alongside this we have also outlined the types of evidence that would be expected to demonstrate eligibility. These lists are not definitive, or prescriptive, however they set expectations.

Please note additional evidence must be submitted to demonstrate why the assessment cannot be delivered face-to-face or remotely.

Code	Scenario	Valid?	Guidance	Types of evidence to demonstrate eligibility
A2	Qualification is an entry requirement to start a job	Yes	Centres must have evidence that the result is required before the results deadline day for that submission window.	• Letter from the employer • Job description
A3	Qualification is an entry requirement to start a new course at a different education institution.	Yes	Centres must have evidence to support the date the result is required is prior to the results deadline day for that submission window.	• Offer letters • Course requirements alongside proof of enrolment
A5	Learner needs an achievement in	No	The centre should consider flexibility of progression criteria for its own courses/provision and opportunities to take a live test at a later date should be explored.	n/a

Code	Scenario	Valid?	Guidance	Types of evidence to demonstrate eligibility
	order to progress to a higher-level course in the same centre.			
A6	Qualification is required to access funding for provider	No	Eligibility criteria is around a learner's need for a result for their progression, it does not relate to the centre's provision or funding contracts.	n/a

B. Assessment cannot be delivered in line with Public Health guidance

For this category, centres must be able to demonstrate that for each individual learner it is not possible to deliver the assessment to the learner in line with Public Health guidance.

Public health guidance for England can be found **here.**

At the point of Eligibility submission, centres will be required to provide a rationale, for each learner, on why the assessment cannot be delivered face-to-face. Centres should include detail such as; what the attempts have been made to deliver these assessment face-to-face, why these have been unsuccessful and the sector the learner work within (if an apprentice) within this rationale.

We have provided an outline of what is and isn't acceptable rationale below to support centres. Alongside this we have also outlined the types of evidence that would be expected to demonstrate eligibility. These lists are not definitive, or prescriptive, however they set expectations.

Please note additional evidence must be submitted to demonstrate why the assessment cannot be delayed or delivered remotely.

Code	Scenario	Valid?	Guidance	Types of evidence to demonstrate eligibility
B1	Learner cannot attend a venue to take an assessment, as they meet the criteria of clinically vulnerable.	Yes	It should be noted that the shielding rules were only in place until 31 March 2021, but there are instances where learners with specific health issues have been directed to take additional care so this is accepted as a valid reason for a TAG. We may ask centres to submit evidence to us to support this.	• Shielding letters • Doctor's notes
B2	Learner is the primary carer for an individual who is shielding.	Yes	Living with an individual who is shielding is not in itself a reason for allowing a TAG (see B3 below) however where the learner is the primary carer, City & Guilds will allow a flexibility to allow this to be a valid reason. We may ask centres to submit evidence to us to support this.	• Statement and declaration from learner • Shielding letters for the person they are caring for
B3	Learner lives with an individual who is shielding.	Yes	The shielding guidance only applies to clinically extremely vulnerable individuals. Others living in a household with someone who is clinically vulnerable, **but not** their primary carer provider, should follow the general advice and regulations set out in the national lockdown guidance which can be	• Shielding letter & proof of address

Code	Scenario	Valid?	Guidance	Types of evidence to demonstrate eligibility
			found **here** referring to 'Going to School or College'	
B4	Learner is self-isolating.	No	The learner cannot attend an exam within the 10-day period, but this does not create a significant delay in completing an assessment so they should attempt to access a test once the isolation period ceases.	n/a
B5	Learner is in quarantine following travel abroad.	No		
B6	Learner cannot access the usual assessment venue safely.	No	It is the centre's responsibility to provide a venue for assessment, under the current circumstances this venue must be in line with public health guidance. If the usual venue is the workplace, alternative venues should be considered and offered. Please see the Functional Skills ICE and assessor guidance documents for the levels of flexibility that are permitted to support this. If a centre feels all possible options have been exhausted, please refer to B15.	n/a
B8	Learner is not feel safe to travel.	No	The 'stay at home' rule ended on 29th March, although many restrictions remain in place. Travel for educational reasons is permitted, and learners should refer to the **safer travel guidance** when planning their journey.	n/a
B9	Learner only can only travel by public transport to a venue.	No	Learners should read the **safer travel guidance** before planning their journey to their exam, especially where the exam is being held in a location to which the learner does not normally travel.	n/a

Code	Scenario	Valid?	Guidance	Types of evidence to demonstrate eligibility
B10	Learner does not want to travel.	No	Where the learner cites not wanting to travel due to cost or time, this is not COVID related and cannot be covered by TAG. Where the candidate does not want to travel due to anxiety around Covid-19 this is not accepted as a sufficient reason for a TAG and the safer travel guidance should be referred to.	n/a
B11	Learner works in a Covid high-risk environment where they are exposed to the risk of COVID and does not feel safe in other venues or mixing with other people outside their home/work bubble.	No	There is no guidance to suggest that learners working in high-risk environments should follow any more stringent guidance than others.	n/a
B13	Employer unwilling to release the learner to complete a test	No	Centres need to work with the learners' employers to find a resolution.	n/a
B14	Covid related anxiety	No	Learners are only eligible for a TAG when they are unable to access a test face to face due to matters of Public Health. This relates only to a physical safety issue. For concerns regarding mental health or anxiety, centres should refer to guidance on special consideration. If you have any further questions around this please contact policy@cityandguilds.com	
B15	All reasonable steps have been taken to find a venue where the assessment can be completed, however this has been unsuccessful.	Yes	The centre will need evidence that all options have been exhausted to provide a venue, including that: • the centre's normal venue in not available due to public health reasons, • it is not possible hold assessments at either the centre's premises,	At a minimum we could expect to review evidence from the employer and the centre which includes the following: From the learner's centre: • an outline of the usual assessment delivery model

Code	Scenario	Valid?	Guidance	Types of evidence to demonstrate eligibility
			• that it has not been possible to find an alternative venue, and • that this situation is unlikely to change for the foreseeable future.	• a summary of the alternative solutions explored which includes the steps that have been taken to deliver a test and why these were not successful From the learner: • a summary of the alternative solutions the centre has offered to them and an explanation of why these have not worked.

C. Assessment cannot be delivered remotely

For this category, centres must be able to demonstrate it is not possible to deliver the assessment to the learner remotely.

At the point of Eligibility submission, centres will be required to provide a rationale, for each learner, on why the assessment cannot be delivered remotely. Centres should include detail such as; the specific technology challenges the learner is facing within this rationale.

We have provided an outline of what is and isn't acceptable rationale below to support centres. Alongside this we have also outlined the types of evidence that would be expected to demonstrate eligibility. These lists are not definitive, or prescriptive, however they set expectations.

Please note additional evidence must be submitted to demonstrate why the assessment cannot be delayed or delivered face-to-face.

	Scenario	Valid?	Guidance	Types of evidence to demonstrate eligibility
C1	Learner is not able to access remote invigilation because they do not have a device which meets the e-volve minimum requirements.	Yes	If suitable technology is not available, there is no means of the learner accessing the assessment.	A declaration from the learner which outlines: What their technology challenge is e.g., • they don't have sufficient devices, • they use a work laptop and firewalls prevent them running e-volve, • they only have a Mac/Chromebook/tablet, • their broadband is unstable • they don't have any broadband
C2	Learner does not have access to a stable internet connection or is using mobile data.	Yes		
C3	Learner does not have sufficient number of devices to meet the remote invigilation requirements.	No	Contact our Quality Delivery team at fsremote@cityandguilds.comso that we can explore a resolution for this.	n/a
C4	There is additional cost to delivering assessment remotely	No	Additional support for invigilation may be available to centre through the DfE. Further information can be accessed here: DfE exam support service: autumn exam fees, sites and invigilators - GOV.UK (www.gov.uk)	n/a

	Scenario	Valid?	Guidance	Types of evidence to demonstrate eligibility
C5	Learner does not have access to suitable technology to complete Speaking, Listening and Communication/ Communicating.	Yes	If the learner cannot access the assessment this is a valid reason. However, it is unlikely in the majority of cases, due to the wide range of technology that can be used, this 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 Some assessments could be carried out using a basic phone/land line. Please see the assessor guides for more detail.	A declaration from the learner which outlines: What their technology challenge is.
C6	Learner completing entry level assessments does not have access to a laptop, tablet or PC.	Yes		A declaration from the learner which confirms they don't have access to a suitable device.
C7	Entry level learner is unable to access an assessment remotely, using required technology unaided.	Yes	Under these circumstances, it may be difficult for the centre to collect evidence to make a judgement to support a TAG. For Functional Skills English each component may require use of different technology so it may be possible to carry out SLC, for example, but not Reading or Writing.	A summary from the centre, such as a pen portrait, which outlines the access requirements for this learner and demonstrates why they cannot use the technology unaided.
C8	Learner does not have a suitable environment to	Yes	We have defined 'suitable environment' as a room which meets the requirements if the	A declaration from the learner which confirms they don't have a suitable environment.

	Scenario	Valid?	Guidance	Types of evidence to demonstrate eligibility
	take part in the assessment.		Test at home guidance or Assessor guidance. Potential interruption by family members, including children is not, on its own, a reason not to attempt the test. Where the invigilator identifies a risk due to interruption, the invigilator may pause or cancel the test.	
C9	Learner will not have the access arrangements that they need in place, in order to complete the assessment.	Yes	Under these circumstances, it may be difficult for the centre to collect evidence for TAG. Centres may have to delay until it is possible to deliver the assessment with the relevant access arrangements.	Explanation from the centre on the learners needs and why these cannot be provided remotely, and how they have managed to gather evidence to support a TAG.
C10	The learner does not want to take the test remotely.	No	This is not a valid reason in itself.	n/a
C11	The centre does not have the capacity to deliver remote invigilation/assessment	No	This is not a valid reason.	n/a

Assessment is overdue

There may be some learners who were due to take their assessment between August 2020 and March 2021. These learners will have completed their course of study and their assessment is overdue

They will be considered eligible for a TAG if:

- their course end date is in the past,
- they would have been eligible for a TAG at the time they were ready to take a live assessment,
- the centre has evidence to demonstrate the learner was assessment ready, and,
- the centre can demonstrate it is not possible to invite the learner back to take an assessment face to face and has explored all possible adaptations.

Examples

1. A number of learners need to take their ESOL assessment and managing live testing for these learners as well as the testing of learners who will be ready in the summer will cause logistical and resource issues for the centre.

These candidates are **not eligible** for a TAG. The reason for not being able to take a test must relate to individual learners and whether they can access a test in line with public health guidance, or remotely, and not due to centre resourcing issues.

2. The learner has completed their learning and has since left the programme.

This is not sufficient reason on its own. A learner in this scenario is **only** eligible for TAG if the centre can show that the learner cannot access an assessment in line with public health guidance, remotely and cannot be delayed any further and the bullet points above.

3. The learner due to take an assessment in August 2020, but were unable to. They had a break in learning, but have now returned.

This is not a sufficient reason for eligibility on its own. A learner in this scenario is **only** eligible for TAG if the centre can show that the learner cannot access a test in line with public health guidance, remotely and cannot be delayed any further and the bullet points above.

Further advice and guidance

General guidance

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

✉ centresupport@cityandguilds.com

☎ 01925 930 800

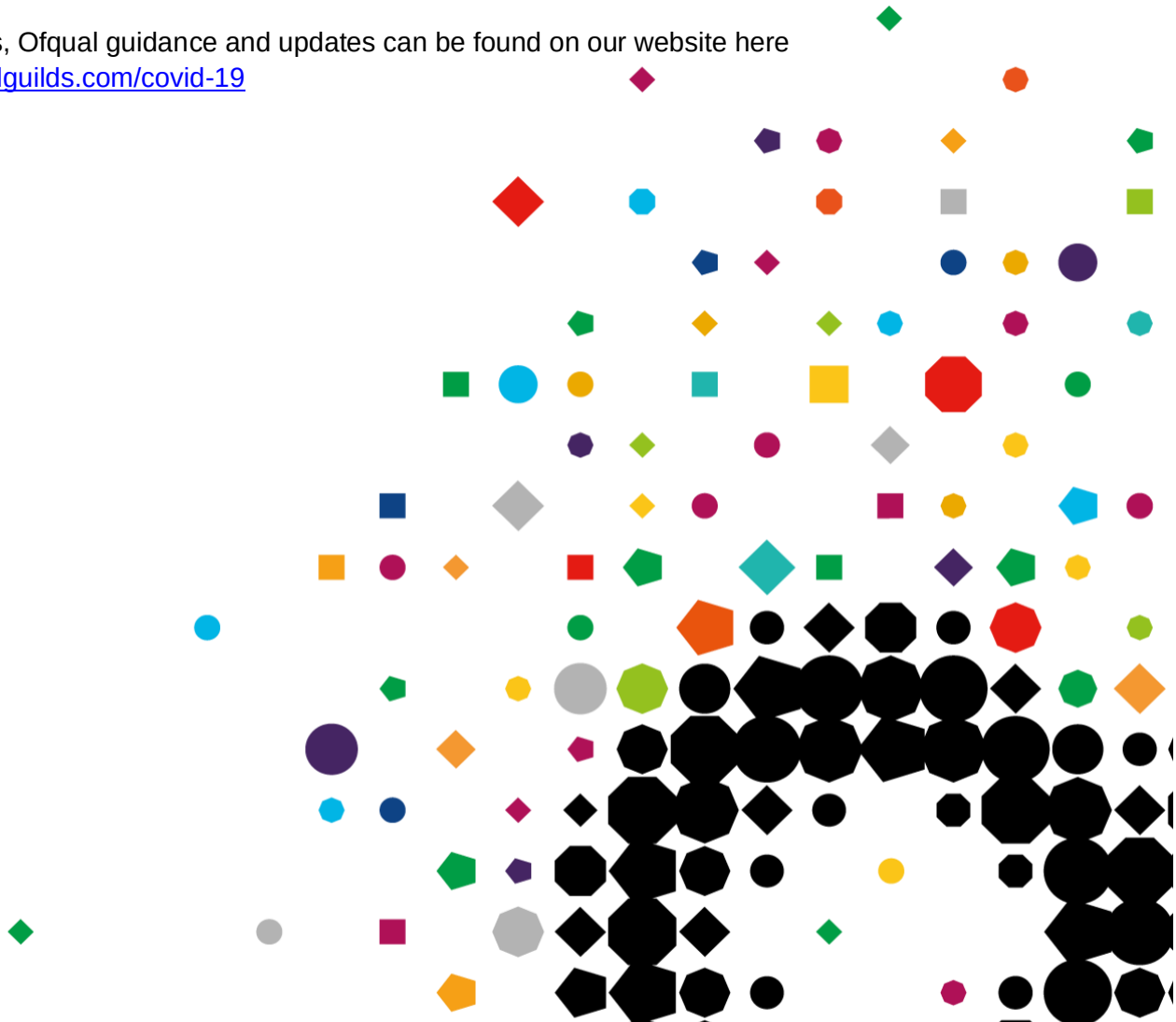
Quality assurance and submission

For all other queries relating to these arrangements, contact our Quality team who are available Monday to Friday 8.30 am to 5 pm excluding UK public holidays.

✉ fs.quality@cityandguilds.com

☎ 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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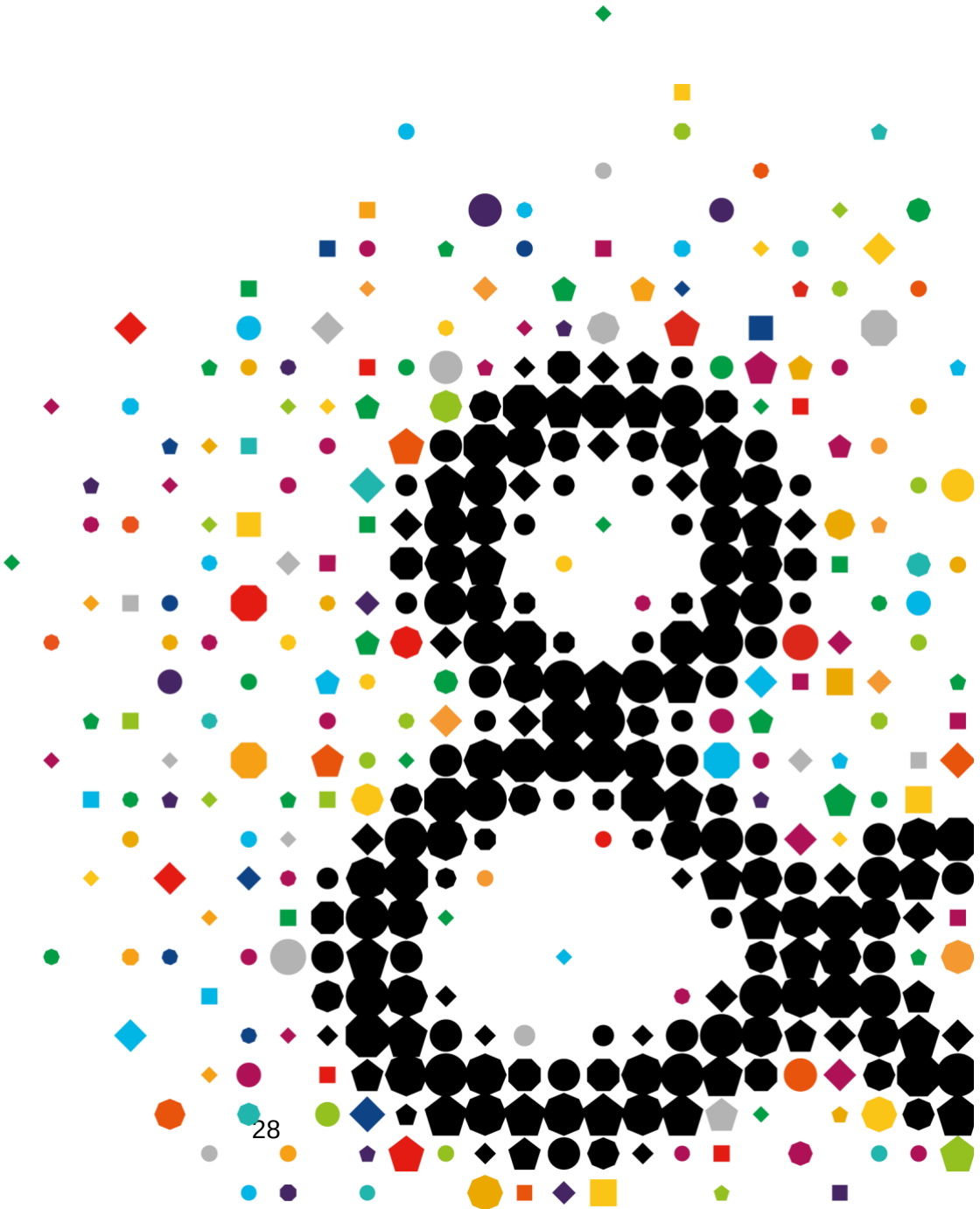
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