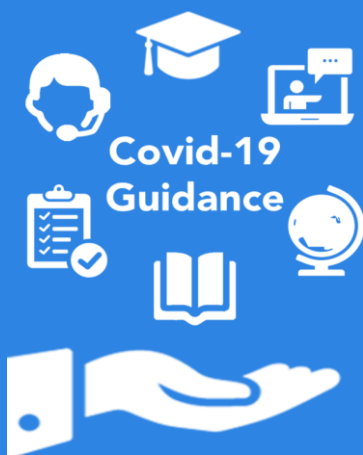


Alternative Assessment Arrangements for 2021

Level 3 Certificate - Using and Applying Mathematics (Core maths) (3849)

Information for Heads of Centre, Heads of Department and Tutors on the determination of Teacher Assessed Grades

Version 1.1, April 2021



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Version control

Version	Date	Changes
1.1	26.04.2021	Updated the deadline for the centre approach form.
1.0	16.04.2021	Original publication

Section 1 General Information

1.1 Introduction

The Core maths exams for summer 2021 have been cancelled.

Ofqual has put in place a new regulatory framework – the Vocational Contingency Regulatory Framework (VCRF). The framework covers students who were expecting to take assessments between 1 August 2020 and 31 August 2021.

The VCRF allows awarding organisations to issue results via alternative arrangements when an exam did not take place. This includes issuing results based on teachers' judgements of students' performance, referred to as Teacher Assessed Grades (TAGs).

We are fully committed to supporting centres in implementing these alternative arrangements, to ensure that students impacted by the ongoing Covid-19 pandemic can achieve their results.

1.2 Scope and purpose

The information applies to City & Guilds approved centres who offer our Core maths qualification (3849). This document supports centre staff in determining qualification level TAGs, including:

- types of evidence to use,
- gathering and reviewing evidence to determine grades,
- internal quality assurance requirements.

Additional guidance on the submission process and our external quality assurance requirements will be issued in due course.

1.3 Submission date

The deadline for submitting qualification level TAGs is 18 June 2021.

1.4 Results dates

Results days will align to the dates for General Qualifications (A levels), providing TAGs and evidence is submitted by the published deadline.

Results available on Walled Garden to centres	Results can be released to students
Monday, 9 August	Tuesday, 10 August

1.5 Differentiating from Centre Assessment Grades (CAGs)

Centres should not make comparisons to the Centre Assessment Grades (CAG) approach adopted last year which were a **prediction** (using sources of trusted evidence) of the grade that students would most likely have achieved had they sat their exams as normal.

TAGs are different as they must be determined based on the standard at which that student is performing. Centres should familiarise themselves with the information provided in this document and not rely upon last years' experience.

Section 2 Teacher Assessed Grades (TAGs)

2.1 Teacher Assessed Grades (TAGs)

Centres should continue the teaching and learning to ensure full coverage of the qualification content as far as is possible. For summer 2021 all results must be submitted through the TAG process. TAGs are at qualification level, but must be submitted against 3849-301, not 3849-03.

TAGs will be judgements based on the tutor's assessment of the evidence of a student's performance. They will require internal quality assurance by centres and be subject to external quality assurance by City & Guilds prior to release of results.

We will support centres throughout to ensure that the process used to determine grades is rigorous and meets our quality assurance requirements.

2.2 Determining TAGs

We recommend that these stages are followed when determining TAGs:

1. Initial review

Identify the teaching and learning that needs to take place for each student to enable there to be sufficient evidence to determine a TAG. TAGs should **only** be determined where sufficient learning has taken place.

2. Collect evidence

Centres must collect evidence of student performance to support 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. Tutors can use evidence of a student's performance from any point in the course of study, provided they are confident that it reflects the student's own work. Ideally the evidence used will be consistent across the class or cohort, however in some cases that might not be possible where students have missed some teaching.

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 that teaching and learning has taken place under, for the students in their cohort. Ultimately, it is your judgement of a student's performance and you should use whichever evidence best supports that.

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

All evidence which is used to support the determination of a TAG must be retained by the centre for a period of six months after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later.

3. Evaluate the quality of evidence

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 for a TAG, tutors must be satisfied that the work is:

- authentic and is consistent with the level of work that the student has produced throughout the learning programme,
- current and reflects the student attainment at the time that the TAG is determined.

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

- which student it is for,
- the date the work was completed,
- any marks and/or tutor judgements,
- what the evidence demonstrates.

4. Assign grades

When sufficient evidence has been gathered and evaluated, tutors will be asked to make a judgement on each student's performance based on the range of evidence.

In coming to decisions, tutors should use their professional judgement to balance the range of evidence available for each student. Centres should aim to use high quality evidence that clearly relates to the specification. The judgement should be based on actual evidence rather than potential performance.

5. Internally quality assure grades

Centres must ensure that TAGs are subject to internal quality assurance to ensure all staff involved have a common understanding of the process and are making consistent and valid assessment decisions. This will involve effective standardisation activities, throughout the process (e.g. evidence collection, review of evidence and assessment of evidence etc.).

These activities should include agreeing on the weighting of evidence, common understanding of the grade descriptors which will be provided, and collectively working through the evaluation of evidence process.

The TAG for a student should be agreed by all tutors involved in the delivery.

TAGs must be cross-checked against results for previous cohorts at the centre who took the same qualification in previous years. This is to provide an indication that TAGs overall are not overly

lenient or harsh by comparison with those results from previous years. Where there is a significant difference in the grade distribution compared to previous years then this should be explained.

Centres should be confident that work produced is the student's own and that the student 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. This will be via the Head of Centre Declaration.

Internal quality assurance processes will be reviewed as part of our external quality assurance monitoring. Centres will be required to provide a sample of evidence that was reviewed and assessed.

2.3 Sources of evidence

To determine a TAG for the exam, sufficient learning must have taken place and sufficient evidence must be available.

Centres can use the resources published on the website to assist with the determination of a TAG, these may be used under:

- supervised conditions (eg in class or remotely),
- unsupervised conditions (eg at home).

Centres can also use other types of evidence that could contribute towards the TAG such as:

- any formative or practice exam/assessment results,
- overall student performance and progress,
- classwork/homework,
- internal tutor assessment and progress data,
- any other records of student performance over the course of study,
- any formative assessment results.

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.

2.4 Evidence submission requirements

Centre must submit the evidence held for six students. The centre should select two candidates from the highest grade, two from the lowest pass grade and two from the middle grade. If the centre has enough students at every grade, this would be two students for an A grade, two for a C and two for an E. If the centre has less than six students, they should submit evidence for all their students.

There is no requirement to provide evidence for Fail grades.

2.5 External quality assurance by City & Guilds

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:

- internal quality assurance processes,
- the process followed for the determination of grades,
- student evidence samples,
- centre outcomes and volumes compared to previous years.

2.6 Access arrangements and reasonable adjustments

Where students 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.

2.7 Extenuating circumstances

Centres do not need to make applications to City & Guilds for special consideration this year. However, where illness or other personal circumstances might have temporarily affected performance, for example in practice exams, centres should bear that in mind when making their judgements and record this.

Section 3 Information required from centres

3.1 Eligibility and bookings

To be eligible for a TAG, students must have the following:

- a valid registration,
- a valid dated entry booking for the 2021.

Centres must ensure all bookings have been made by **30 April 2021**. Centres should not cancel any bookings previously made on the Walled Garden, as these will be needed to submit TAGs.

3.3 Centre approach

This year, we will require centres to provide further detail around their process for determination of TAGs and the internal quality assurance (IQA) procedures relating to this.

This will be an online form **Centre Policy and Approach form (TAG-CPA)** and an opportunity upfront to provide us with an overview of your processes, and to ensure we have confidence in your approach to determining and quality assuring TAGs.

You must detail the following:

- the process you will use to determine TAGs,
- how you will ensure sufficient range and appropriate use of evidence,
- robust IQA procedures, including effective internal standardisation,
- how you will ensure TAGs are checked against results for previous cohorts to ensure parity,
- evidence retention policy.

We will review the information provided to ensure it meets requirements. If there are any concerns, we will provide support.

The deadline for submitting this information to us will be **Friday 21 May**.

Section 4 Grade Descriptors

The following grade descriptors indicate the level of attainment characteristics of the A, C and E grades.

Grade	Descriptor
At Grade A:	<p>Candidates will be able to formulate and work with mathematical models demonstrating:</p> <ul style="list-style-type: none">• their understanding of how to deal with factors in the situation being modelled so that they might be dealt with effectively using mathematics,• that they can identify and select data judiciously,• evidence of understanding of how to modify/adapt/improve their model formulation so that it can be analysed using mathematics to develop a thoughtfully reasoned case,• an ability to select data and methods of analysis with awareness of the intended audience of the work and its purpose,• an ability to use appropriate mathematics effectively,• that they can work almost entirely without error demonstrating efficiency and rigour,• correct use of standard conventions and notation,• evidence of having considered the validity of their model and how this should inform development of their model,• clear understanding of how outcomes of their mathematical work relate to real situations and awareness of the implications for the situations/contexts,• an ability to communicate their work in ways that show sensitivity to its intended audience and purpose,• their ability to comprehend and build on the mathematical thinking of others.
At Grade C:	<p>Candidates will be able to formulate and work with mathematical models based on at least one simplification of the situation being modelled demonstrating:</p> <ul style="list-style-type: none">• that they can deal adequately with important factors in developing a model,• that they can make reasonable assumptions allowing mathematical analysis to proceed,• an ability to select appropriate data that can be analysed using mathematics to develop a well-reasoned case,• that their selection of data, methods of analysis, interpretation and arguments take account of the intended audience of their work and its purpose,• an ability to work mathematically using appropriate mathematics and making only minor errors,• that their mathematical reasoning, statements and diagrams can, with few exceptions, be clearly followed,• only few slips in use of standard conventions and notation,• evidence of having considered some aspects of the validity of their model and some awareness of the implications of their mathematical work in terms of the situation it represents,

Grade	Descriptor
At Grade E:	<ul style="list-style-type: none"> • an ability to communicate their work in ways that is appropriate for its intended audience and purpose, • some ability to understand and work with the mathematical thinking of others. <p>Candidates will be able to formulate a simplification of a real situation/context and a mathematical model demonstrating:</p> <ul style="list-style-type: none"> • that they can take account of some of the most important aspects in ways that may or may not allow mathematical work to proceed, • some limitations in their identification and selection of data that in most cases is appropriate for analysis allowing the development of a reasoned argument, • an ability to develop their model so that they can deal with it using limited mathematics, • that their mathematical work is in general correct using appropriate mathematics, but may contain some errors in reasoning and use of standard conventions and notation, • an ability to produce mathematical reasoning, statements and diagrams that have some clarity and can in the main can be followed easily, • limited evidence of checking of the validity of their model based on some interpretation of their mathematics, arguments and conclusions that is in the main appropriate and correct but which may contain errors, • an ability to communicate their work in ways that show some awareness of its intended audience and purpose, • some but limited ability to understand and work with the mathematical thinking of others.

Section 4 Further advice and guidance

Please visit our COVID-19 web pages [here](#) for all the latest information on the qualifications you deliver.

JCQ have published support documents for centres, which are available on their website [here](#).

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.



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Quality assurance and submission

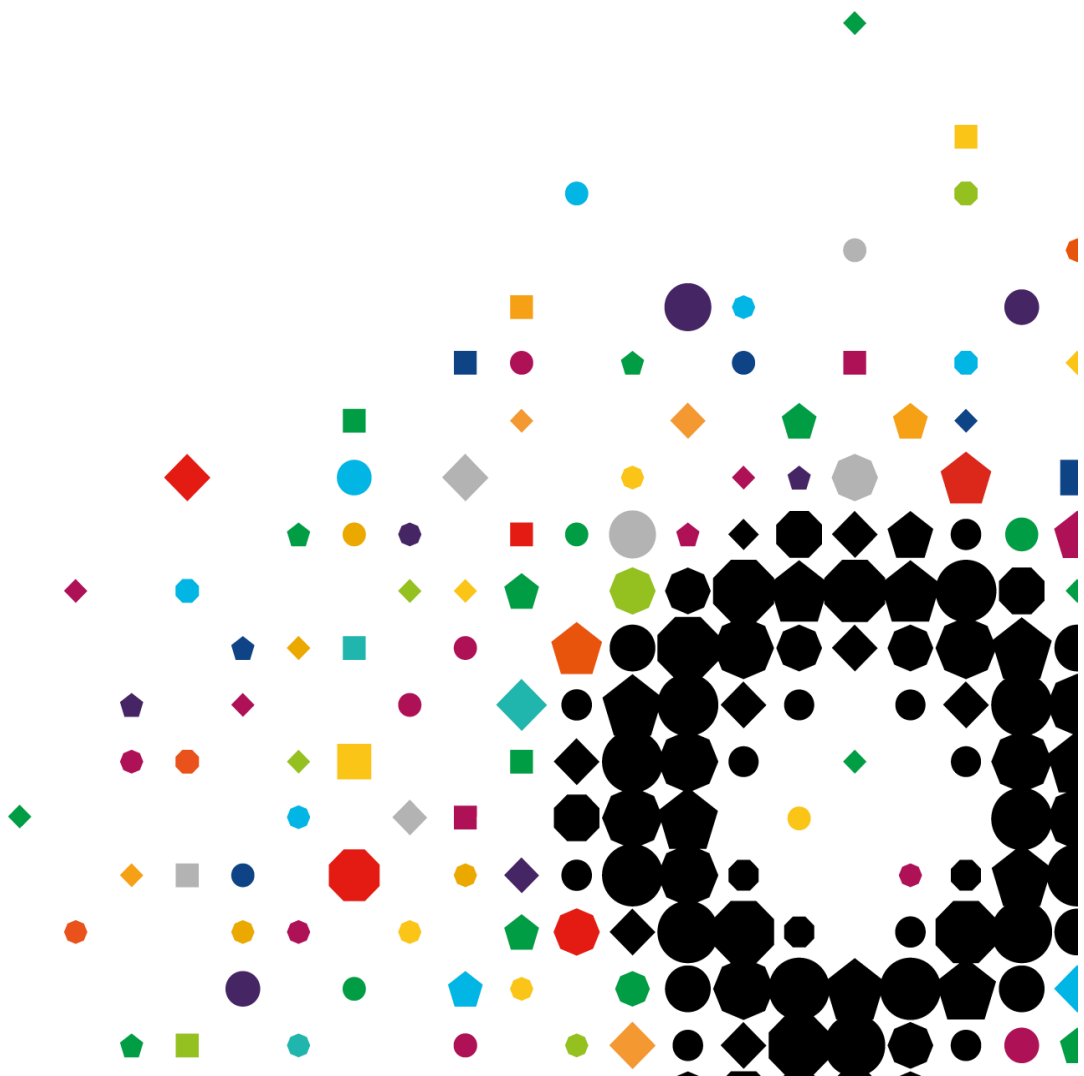
For all other queries relating to these arrangements, contact our Quality team who are available Monday to Friday 8.30 am to 5 pm excluding UK public holidays.



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