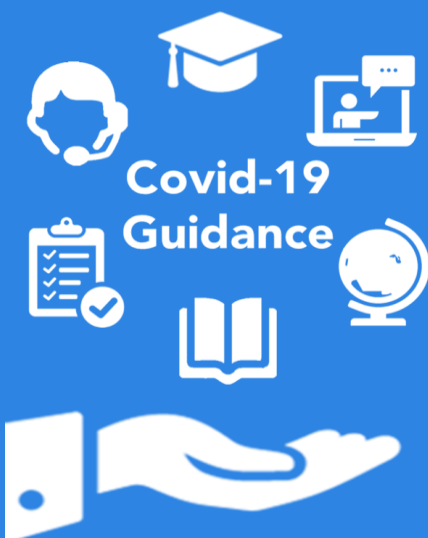


Alternative Assessment Arrangements for 2021

Extended Project Qualification (2935)

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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Section 1 General Information

1.1 Introduction

The Department for Education (DfE) and Ofqual have confirmed their approach for issuing results in summer 2021. The Extended Project comes under the requirements for [GCSE, AS and A level qualifications in 2021](#).

1.2 Scope and purpose

The information in this document applies to City & Guilds approved centres who offer the Extended Project qualification (2935-03). This document supports centre staff in 2021 to determine qualification level Teacher Assessed Grades (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 assessment as normal.

TAGs are different as they must be determined based on **evidence** covering the knowledge, understanding or skills that would normally have been assessed. 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)

For summer 2021 all results will be submitted through the TAG process. Centres need to submit a qualification grade for each student, this must be submitted against 2935-301, not 2935-03. Centres need to make a holistic judgement of each student's performance based on a range of evidence relating to the qualification content that they have been taught.

Centres should continue the teaching students for as long as possible, to cover as much of the specification content as possible, and they should assess students on as broad a range of content as they can. Students should, wherever possible, continue with their Extended Project, as it covers the full specification.

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 there is sufficient student evidence to make a valid and reliable judgement.

The Head of centre will be required to confirm that students have been taught sufficient content to provide the basis for a grade.

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 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 students' 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, although students must not be told the final grade submitted to City & Guilds. The sources of evidence should be consistent across the cohort. The centre must make the final judgement about what is to be included and document the rationale for any instances where the evidence used is not consistent.

All evidence which is used to support the determination of a TAG must be retained by the centre for a period of 6 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

You 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. supervised or remote),
- the content covered,
- the assessment objectives covered,
- how closely it aligns with the design/format of the summative assessment,
- whether it has been internally quality assured,
- how it has been authenticated.

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

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, in terms of both content and assessment. The judgement should be based on actual evidence rather than potential performance.

5. Internally quality assure grades

Each grade must be signed off by at least two tutors, one of whom should be the head of department or subject lead. Where there is only one teacher available, the head of centre should be the second signatory. Where a staff member might have a personal interest in a candidate (for example as a relative), heads of centre should make sure that additional controls are put in place, as appropriate.

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 for an assessment, common understanding of the grade descriptors which will be provided, and collectively working through the evaluation of evidence and assessment of evidence process.

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

6. Submission to City & Guilds

You'll submit TAGs to City & Guilds along with a sample of evidence used to demonstrate how the TAGs have been determined and that you have followed the correct process. Evidence which is used to support a TAG must be retained by the centre until **12 months** after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later.

2.3 Sources of evidence

The Extended Project provides the best evidence for a TAG, even where it has not been completed. Work can be completed remotely, but centres must ensure the authenticity of the evidence presented.

Other evidence can be used, this should relate to the specification content, for example:

- classwork/homework,
- overall candidate performance and progress,
- internal tutor assessment and progress data,
- any other records of student performance over the course of study.

Centres will be required to provide a sample of evidence that was used to determine the TAG as part of our external quality assurance monitoring and sampling.

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.

Further information on the external quality assurance process that will be completed by City & Guilds will be published in due course.

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.

2.8 Sharing data with students, parents and carers

Centres must not, under any circumstances, share the TAGs with students, or their parents/carers or any other individuals outside the centre before final results have been issued by City & Guilds.

Section 3 Information required from centres

3.1 Eligibility and bookings

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

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

3.2 Centre Policy and Approach (CPA) form

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 to complete at centre level, called the 'Centre Policy and Approach' (CPA) form, which covers your approach for the EPQ being delivered this year. One form must be completed for each centre / sub-centre (suffix) number. It will be an opportunity upfront to provide us with an overview of your processes, and to ensure we have confidence in your approach to determining 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

The Head of Centre Declaration is part of this form and is also confirmed during the submission process on Walled Garden.

Our Quality team will review the information provided to ensure it meets requirements. If there are any concerns, we will provide support through our network of Moderators.

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

Section 4 Awarding grades

The Level 3 Extended Project is reported on a six-grade scale: A*, A, B, C, D and E. Students who fail to reach the minimum standard for grade E will be recorded as U (Unclassified) and will not receive a qualification certificate.

Grade descriptions

The following award descriptions indicate the level of attainment characteristic of the given grade at Level 3 for grades A, C and E. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The award will depend in practice upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the project may be balanced by a better performance in other aspects.

Grade A

Candidates clearly plan and execute highly organised and independent extended projects. There is clear evidence of how the advice given by the supervisor has been used or interpreted. The candidates use a wide range of resources critically and to good effect and show a clear link between the sources and the themes of their projects. Problems and issues are identified and fully explored, with conclusions drawn and the intended outcomes of the projects are fully realised. The conclusions are clearly presented and well-argued leaving no doubt in the audiences' minds of the success of the venture. In their evaluations, candidates show a high level of insight into how they conducted their projects.

Grade C

The plan is sufficient to enable the candidates to achieve the overall objectives but limited in terms of being able to demonstrate the higher-level organisational skills. There is some evidence of how the advice given by the supervisor has been used or interpreted. A range of resources is used but the candidates do not fully exploit the material. The candidates have met the goal of producing a project but have missed opportunities to develop the material more fully. The projects are clearly expressed and the conclusions are well argued in the presentation. In their evaluations, candidates reflect effectively on their strengths and weaknesses in carrying out their projects.

Grade E

Candidates produce a workable plan, however there is little evidence of how they have used or interpreted the advice given by the supervisor. The candidates use a limited range of resources to enable the projects to be realised but there is no clear link between the resources and the themes of the projects. Appropriate use is made of resources but they are not greatly developed in the final projects. The final projects are adequate to communicate the intentions of the candidates but there is limited reflection on the way the final outcomes have emerged and their own strengths and weaknesses in carrying out their projects. Conclusions tend to be asserted rather than argued in the presentation.

Historic Grade Boundaries

YEAR	A*	A	B	C	D	E	Maximum Mark
2016	43	38	33	28	23	19	50
2017	45	40	35	30	25	20	50
2018	45	40	35	30	25	20	50
2019	45	40	35	30	25	20	50

Section 5 Further advice and guidance

5.1 Ofqual documents

Ofqual has published guides for [awarding in Summer 2021](#):

- Information for heads of centre, heads of department and teachers on the submission of teacher assessed grades: summer 2021,
- Information for centres about making objective judgements.

Centres must ensure they are familiar with the contents of these documents.

5.1 JCQ documents


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

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

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

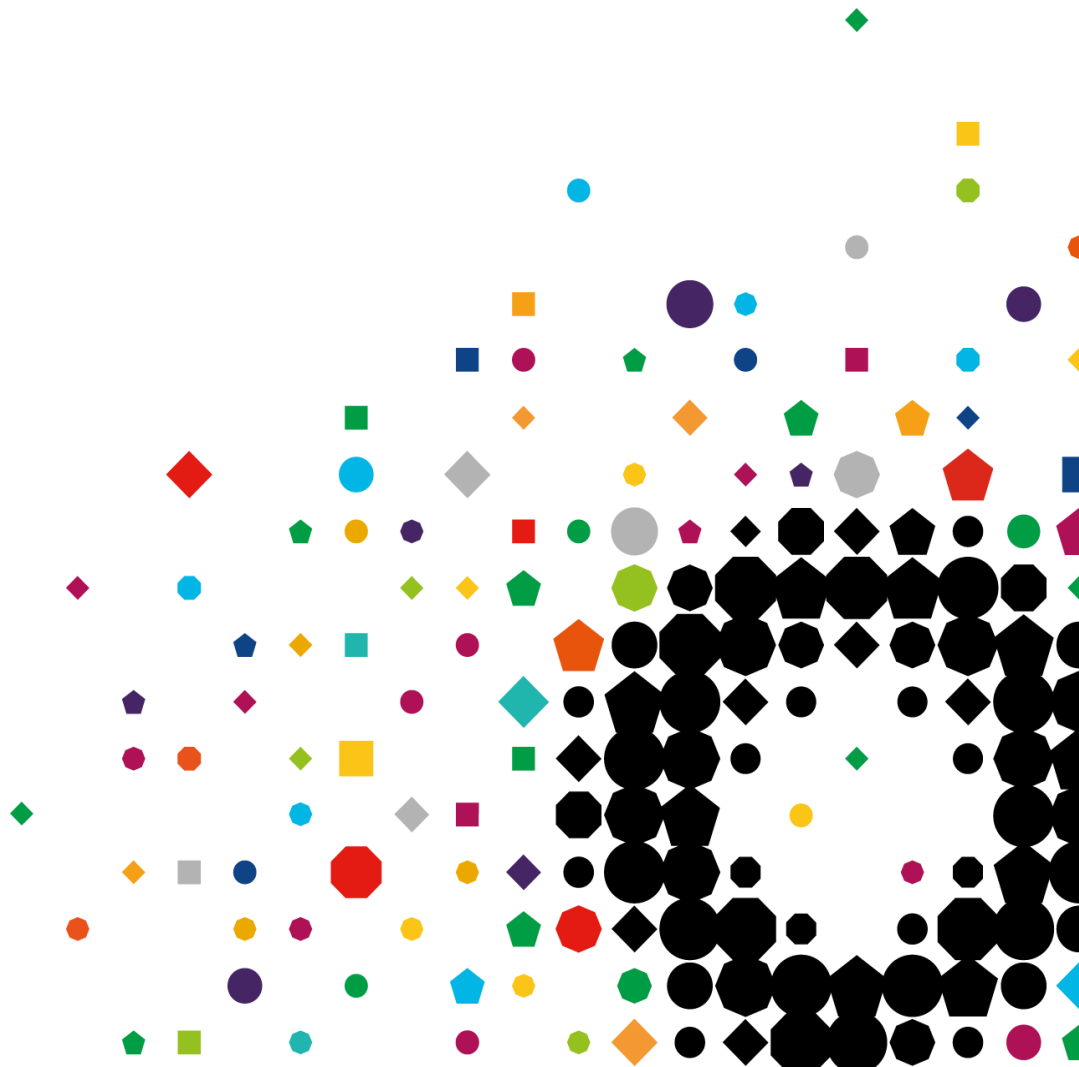
 01924 930 800

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.

 technicals.quality@cityandguilds.com

 0300 303 53 52



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