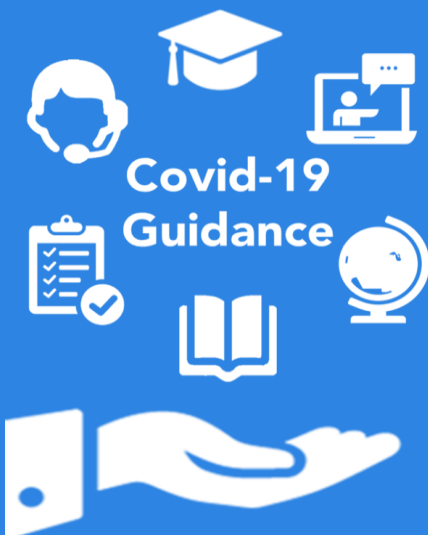


Alternative Assessment Arrangements for 2021

Technical Qualifications

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

Version 1.3, May 2021



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Version control

Version	Date	Changes
1.3	07.05.2021	<ul style="list-style-type: none"> Section 2; Correction to timeline (incorrect day of the week previously published) Section 3; link to IQA guidance added Section 4; link to CPA form added Section 5; updated information for centres on the evidence and records required for the synoptic assignment component, including link to template forms Section 6; updated information for centres on the evidence and records required for the exam component, including link to template forms Section 7; updated information for centres on the evidence and records required for other centre assessed components
1.2	19.04.2021	<ul style="list-style-type: none"> Evidence submission requirements sections added (5.4, 6.3 and 7.4) with worked examples Section 2; timeline updated Section 3; addition of step 6 which was previously omitted Section 3; information regarding sharing TAGs with students and/or parents/carers Section 3; Ofqual guidance Section 4; clarification on who will complete the support activities Section 4; extension to date for centres to have submitted their Centre Policy and Approach (CPA) form, updated requirements, clarification on additional support resources Section 6; location of additional assessment support materials (sets of questions) on our website Appendix updated to include sub-industry for each qualification Appendix updated to correct error for qualification 6103-30
1.1	29.03.2021	<ul style="list-style-type: none"> Clarification throughout document that TAGs will be required at assessment component level Change of terminology from 'awarding' to 'issuing' of results Section 1; amended text with clearer explanation and removal of unnecessary repetition Section 1; new sections added (1.6, 1.7 and 1.8) Section 3; refer to initial review rather than eligibility of students Section 3; clarification provided around internal quality assurance Section 3; text updated to provide further clarification Section 3; text updated to provide further clarification Section 4; amendments to structure of document Section 5; text updated to provide further clarification Section 6; text updated to provide further clarification Appendix added to include list of Technical Qualifications in scope
1.0	19.03.2021	Original publication

Foreword



David Phillips, Managing Director City & Guilds

Dear Customers,

We understand that the ongoing pandemic, and restrictions, continue to disrupt teaching, learning and assessment thereby causing uncertainty about this year's results. We have created a series of communications and guidance documents to help alleviate some of the concerns, and to provide support for you and your students over the coming months.

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

We are working closely with UK Regulators and other Awarding Organisations to develop clear timeframes and detailed guidance for you, to help ensure that all eligible students, 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. 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 student 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
- 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.

A handwritten signature in blue ink, reading 'D. Phelly' with a stylized flourish at the end.

David Phillips

Managing Director, City & Guilds

Section 1 General Information

1.1 Introduction

Ofqual has put in place a new regulatory framework – the VTQ Contingency Regulatory Framework (VCRF). The framework covers certificating and non-certificating 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 and/or when students cannot complete all internal assessment. This includes issuing results based on teachers' judgements of students' performance, to be referred to as Teacher Assessed Grades (TAGs).

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

1.2 Scope and purpose

The information in this document applies to City & Guilds approved centres who offer KS4 Level 2 Technical Awards, KS5 Level 2 Technical Certificates and KS5 Level 3 Tech Levels. A list of all these Technical Qualifications can be found in the [appendix](#).

This document supports Heads of Centre, Heads of Department, Tutors and other centre staff using TAGs for our Technical Qualifications in 2021. It details:

- assessments to be determined by a TAG
- process for determining 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 Assessments impacted

Exams

Our dated Technical Qualifications Spring and Summer 2021 exam series have been cancelled. Therefore, exam results for all eligible students will be determined by TAGs.

Synoptic assignments and other centre assessed components

Results for synoptic assignments and other centre assessed components for all our Technical Qualifications will be determined by TAGs.

Centres are strongly advised to administer synoptic assignments and other centre assessed components as normal or using the published adaptations as required (where possible and if it is safe to do so, following Public Health guidance) as they will provide the most robust evidence for TAGs. Where centres have students that haven't been able to complete the synoptic assignment (either as normal or through adaptations) then they will need sufficient additional evidence to support the TAGs. Centres should also anticipate that further external quality assurance will be carried out by City & Guilds where this is the case, to ensure valid and reliable results are issued which are based on sufficient evidence.

Employer Involvement and mandatory work experience

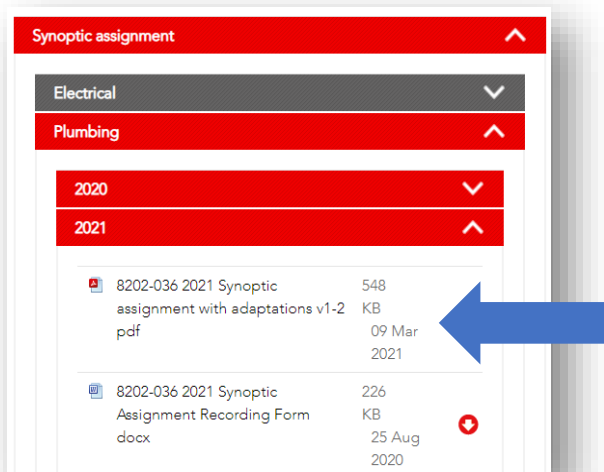
The requirements for employer involvement and mandatory work experience components have been relaxed for the period covered by these alternative arrangements. Centres will not need to submit anything to City & Guilds. You must however ensure that a booking is made in Walled Garden for all components, including these. This will enable us to process the overall qualification and ensure the rules of combination are met.

1.4 Adaptations

We have put in place sector specific adaptations that can assist centres in using the synoptic assignments to determine evidence for TAGs.

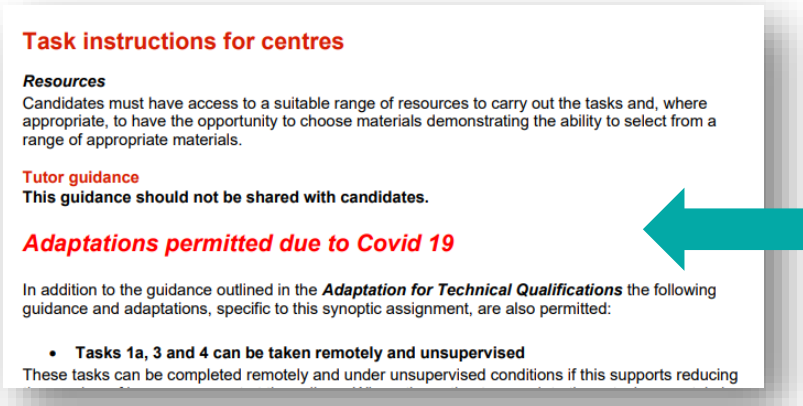
Updated synoptic assignments are available on the qualification specific webpages, and these will include additional guidance on specific adaptations and where they apply. To find these, please go to the qualification webpage, click on the 'documents' tab and locate the relevant assessment drop-down menu. You'll find the permitted adaptations within the 'task instructions for centres' section within each Synoptic Assignment pack.

Example:



The screenshot shows a webpage titled 'Synoptic assignment' with a red header. Below the header, there are two tabs: 'Electrical' and 'Plumbing'. The 'Plumbing' tab is selected. Under the 'Plumbing' tab, there are two years: '2020' and '2021'. The '2021' year is selected. Below the years, there is a list of documents. A blue arrow points to the first document in the list: '8202-036 2021 Synoptic assignment with adaptations v1-2 pdf'.

Document Name	Size	Format	Date
8202-036 2021 Synoptic assignment with adaptations v1-2 pdf	548 KB	pdf	09 Mar 2021
8202-036 2021 Synoptic Assignment Recording Form docx	226 KB	docx	25 Aug 2020



The screenshot shows the 'Task instructions for centres' section of the Synoptic assignment webpage. It includes sections for 'Resources', 'Tutor guidance', and 'Adaptations permitted due to Covid 19'. A teal arrow points to the 'Adaptations permitted due to Covid 19' section.

Task instructions for centres

Resources
Candidates must have access to a suitable range of resources to carry out the tasks and, where appropriate, to have the opportunity to choose materials demonstrating the ability to select from a range of appropriate materials.

Tutor guidance
This guidance should not be shared with candidates.

Adaptations permitted due to Covid 19
In addition to the guidance outlined in the *Adaptation for Technical Qualifications* the following guidance and adaptations, specific to this synoptic assignment, are also permitted:

- **Tasks 1a, 3 and 4 can be taken remotely and unsupervised**
These tasks can be completed remotely and under unsupervised conditions if this supports reducing

You can also find further generic guidance under the [Synoptic assignments](#) and [Other centre assessed components](#) sections later in this document.

1.5 Results dates

For Technical Qualifications, results days will align to the dates for General Qualifications (A levels and GCSEs), providing TAGs and evidence is submitted by the published deadline of 18 June.

Qualification	Results available on Walled Garden to centres	Results can be released to students
Level 3	Monday, 9 August	Tuesday, 10 August
Level 2	Wednesday, 11 August	Thursday, 12 August

TAGs submitted after the published deadline will be processed within **32 working days** of a correct submission, however this may not always be possible.

1.6 Use of the Moderation Portal

We will communicate to centres in due course the process we will use to collect TAGs and evidence this year.

We have therefore removed access to the Moderation Portal at this time, and centres should not attempt to upload marks and/or evidence for the synoptic assignment, or grades for other centre assessed components to the Moderation Portal.

Any previously uploaded marks, grades and/or evidence will not be counted.

1.7 Autumn assessment series

Whether an autumn assessment series will be made available to centres for the exam and/or synoptic assignment is still to be confirmed.

We will update centres later in the year.

1.8 Differentiating from Centre Assessment Grades (CAGs)

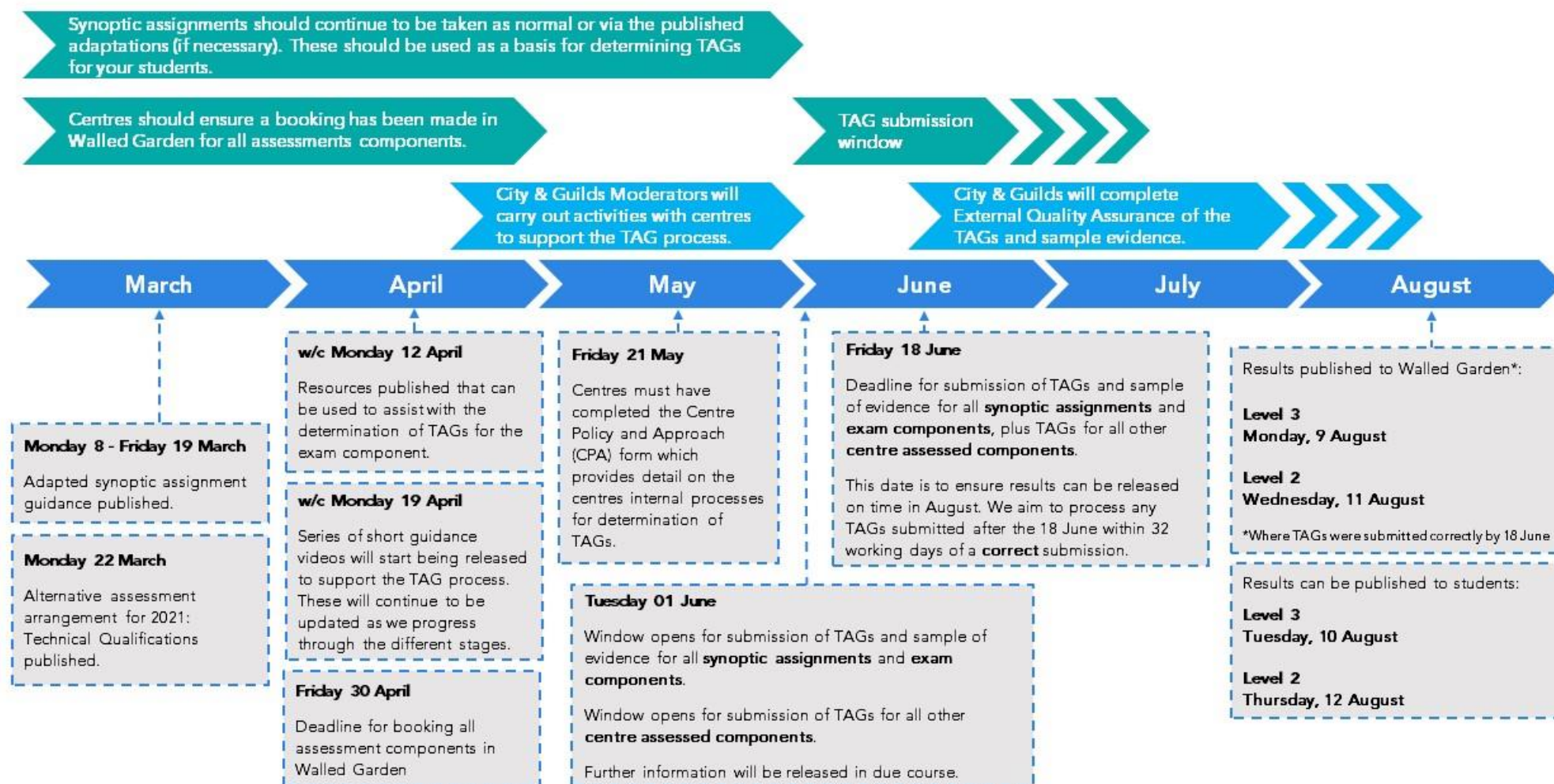
Centres should be aware that the approach for determining TAGs this year is different to the that used to determine Centre Assessment Grades (CAGs) last year.

CAGs 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 must be determined based on **actual assessment evidence** covering the knowledge, understanding or skills that would normally have been assessed (i.e. the evidence must be valid for that particular assessment).

Centres must familiarise themselves with the information provided in this document, as it supersedes any previously issued guidance.

Section 2 Timeline of key dates



Section 3 Teacher Assessed Grades (TAGs)

3.1 Teacher Assessed Grades (TAGs)

Centres should continue the teaching and learning to ensure full coverage of the qualification content as far as is possible, and if it is safe to do so.

For summer 2021 it is a requirement that all results will be submitted through a TAG process. TAGs will be at assessment component level and qualification grades will be aggregated in the usual manner, using the TAG results.

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.

3.2 Results to be determined by TAGs

For City & Guilds Technical Qualifications, the assessment results to be determined by TAGs are:

- exam
- synoptic assignment
- other centre assessed components, such as optional units

Note: Employer Involvement – the requirement for this has been relaxed and centres will not need to submit results. Mandatory work experience requirements have also been waived for this year. Centres must however ensure a booking is made for these components in Walled Garden so that the components can be achieved.

3.3 Determining TAGs

We recommend that these stages are followed when determining TAGs:

1. Initial review

Identify the teaching, learning and assessment 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.

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 or assessments.

While we have identified potential sources of evidence (see sections 5, 6 and 7), we will not prescribe the evidence that centres must use, as it is important that tutors consider the specific circumstances that teaching, learning and assessment 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. 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 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.

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. a sample exam sat under exam conditions)
- 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
- whether 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.

We will also require centres to provide grade intervals for the synoptic assignment and exam TAGs.

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.). We have produced guidance for centres on the IQA process for TAGs available [here](#).

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 within our CPA form ([See section 4.3](#)) and at the point of submission on Walled Garden.

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.

3.4 Overview of the TAG process



3.5 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.

3.6 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.

3.7 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.

3.8 Sharing TAGs with students

Centres should avoid sharing details of TAGs with students and/or parents/carers until the published results dates, however where appropriate centres may share details of the evidence that has been used to determine the TAG.

3.9 Ofqual guidance

Centre staff involved in the determination of TAGs should familiarise themselves with [Ofqual guidance](#) on making objective judgements.

Judgements must not be influenced by pressure from students and/or parents/carers.

Section 4 Information required from centres

4.1 Eligibility and bookings

To be eligible for a Teacher Assessed Grade (TAG), students must

- have a valid registration for the qualification you wish to submit the TAG
- be due to complete their assessment/qualification between 01 August 2020 and 31 August 2021, plus
- have a valid booking on Walled Garden for all relevant assessment components (exam, synoptic assignment, centre assessed components and employer involvement).

Centres must ensure all bookings have been made by **30 April 2021**. Please don't cancel any bookings previously made in Walled Garden, as you'll need these to be able to submit TAGs for your students. Any bookings previously made for the Spring or Summer exam series will be moved to the paper based component on behalf of centres.

For exam components, any students who were not booked for the Spring exam series should be booked for the Summer exam date if you intend to submit a TAG. Please book the **paper version** in this case for any dated entry exam, not the e-volve component.

Please check the rules of combination, either in the qualification handbook or on the Walled Garden catalogue for further guidance.

4.2 Support activities

Whilst Moderation will not be used in the TAG process, we will be using our external Moderators (subject matter experts) to support our external quality assurance. This will include providing a TAG support activity across April – May.

These support activities will cover the following:

- Process for determining TAGs
- Evidence used to determine TAGs
- Use of adaptations
- Submission process and evidence requirements
- IQA requirements and best practice

These activities will be carried out remotely, and each centre will receive 1-2 hours support per industry/sector.

Moderators will focus on the processes and evidence you are using to determine valid and reliable TAGs. They will not be able to advise on whether grades that centres have determined for particular assessments are suitable.

4.3 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 is an online form to complete at centre level, available [here](#), called the 'Centre Policy and Approach' (CPA) form, which covers your approach for all Technical Qualifications 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.

You will also need to notify us where any of the following exceptions apply

1. Where TAGs for the exam have been determined **without** the use of additional assessment support materials (sets of questions) provided by City & Guilds.
2. Where TAGs for the exam have been determined through use of additional assessment support materials (sets of questions) provided by City & Guilds but **not** under supervised conditions.
3. Where TAGs for the synoptic assignment have been determined **without** use of the synoptic assignments published for 2021.
4. Where centres **do not** intend to submit TAGs because assessment is being delayed or where TAGs will be submitted after the submission deadline.

The requirements for the CPA form will be discussed during the TAG support activities, and once these are complete the deadline for submitting this information to us will be **Friday 21 May**.

Section 5 Synoptic assignments

5.1 Using synoptic assignments for the TAG process

The synoptic assignments will provide the best evidence to support the determination of TAGs. All synoptic assignments have been updated to include guidance around adaptations that will mitigate the ongoing impacts of Covid-19. This can be found at the beginning of the '**Task instructions for centres**' section. In order to ensure that evidence produced using synoptic assignments is robust and reliable, we recommend that they are completed under the levels of control detailed in the qualification and/or assessment materials.

Centres can stagger the release of assignment tasks to groups of students in a cohort. Students will need to be made aware that providing or receiving prior knowledge may impact the validity and reliability of their evidence and delay the release of results. In some instances, it may be investigated as potential malpractice. Students will be required to sign a declaration form confirming no prior knowledge and assessors must authenticate individual student work.

Some tasks within the synoptic assignment can be taken remotely rather than in supervised conditions (e.g. where the student is required to produce a report using their research). Where this adaptation is used the centres must ensure the authenticity of the evidence presented. An example of how to do this would be through a validation discussion. This discussion does not need to be marked and should not inform any marking decisions, nor does it need to be uploaded as evidence.

Some tasks may be observed remotely by the assessor. If this adaptation is used it is important that salient performance evidence is recorded, and the skills being demonstrated can be clearly observed.

5.2 Grade requirements

For summer 2021, centres will be required to submit a Teacher Assessed Grade (TAG) for the synoptic assignment and not marks.

In addition, grade intervals will be required (see below). No rank order of students will need to be submitted.


For synoptic assignments, students must be first assigned a grade and then placed into a **high/highest**, **medium** or **low** interval, with high/highest being those with the most secure grade.

For **Pass** and **Merit**, the intervals are High, Medium and Low.

For **Distinction**, the intervals are Highest, High, Medium and Low.

There are no grade intervals for Fail (X) grades.

Grade	Interval	
Distinction	D4	Highest
	D3	High
	D2	Medium
	D1	Low
Merit	M3	High
	M2	Medium
	M1	Low
Pass	P3	High
	P2	Medium
	P1	Low
Fail	-	-



Higher performance

Lower performance

5.3 Evidence

Centres are advised that teaching, learning and assessment should continue, as far as is possible and if it is safe to do so. Therefore, **completed synoptic assignments** (with or without permitted adaptations) could be used as the sole evidence to form the basis for a TAG.

Where it is not possible to complete the synoptic assignment in full (with or without adaptations) then centres can use a range of evidence that maps clearly to the gaps in the assessment, this may be evidenced through:

- Formative assessment
- Demonstration and performance of skills-based activities
- Previous/other assessment and/or qualification achievement
- Results of any completed optional/mandatory centre-assessments from year one or year two
- Relevant evidence from centre synoptic assignment tasks that have not been fully completed
- Relevant evidence from any other centre assessed components that have not been fully completed or submitted
- Overall student performance
- Classwork/homework
- 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.

The evidence for occupational skills/standards will need to be demonstrated. If there is insufficient evidence available, the completion of the assessment should be delayed. Centres may need to prioritise student needs for progression.

City & Guilds will make grade boundaries and intervals available along with specific grade boundary descriptors.

5.4 Centre requirements

For the synoptic assignment component, centres must ensure they have all of the following which demonstrates how they have determined the TAGs

- All student evidence used to determine the TAG
- All marking records (Candidate Record Form (CRF) form or equivalent) that demonstrate how the TAGs have been determined and that you have followed the correct process
- All observation records (Practical Observation (PO) form or equivalent)
- Declaration of authenticity for all students
- IQA record form for the component

Centres will also need to provide the following information where applicable to the cohort / student:

- Component grade variation report (to provide additional rationale if the overall cohort performance is significantly different from previous cohorts)
- Personal interest form (this is a declaration where an assessor has a personal relationship to student(s), such as parent, carer or guardian)

We have prepared a set of [template forms](#) for centres to use for the TAG process, however centres may use alternatives providing they include the relevant information.

Centres are required to retain teacher assessment records evidencing how the grade has been awarded. For the synoptic assignments we would recommend that the pre-existing qualification-specific CRFs are used, as they will allow you to clearly map how the assessment criteria have been met. Similarly, when capturing observation evidence for practical tasks, we recommend our PO forms. Centres can use their own versions, provided that they capture the same level of information to support the awarding of the final grades. These will also be reviewed as part of our external quality assurance monitoring.

5.5 Evidence submission requirements

What do centres need to provide?

For synoptic assignment components, centres need to upload a sample of evidence for **all** synoptics. The evidence provided should include that of the selected student sample plus any generic forms for the cohort, including:







- IQA record form for the component
- Component grade variation report (where applicable)
- Personal interest form (where applicable)

Which students should centres select?

For each synoptic assignment, you should select **two** students per **grade**, ideally the highest performing candidate and lowest performing candidate within the grade. (I.e. from the highest interval and the lowest interval available).

Example 1:




In this example, the centre has a cohort of 10 students. They can provide evidence for the six students chosen (indicated by the paperclip icons) because there is a good distribution of students across the grades.

Student	Grade	Interval		
Student 1	Distinction	D4	Highest	
Student 2	Distinction	D3	High	
Student 3	Distinction	D2	Medium	
Student 4	Distinction	D1	Low	
Student 5	Merit	M3	High	
Student 6	Merit	M2	Medium	
Student 7	Merit	M1	Low	
Student 8	Pass	P3	High	
Student 9	Pass	P2	Medium	
Student 10	Pass	P1	Low	
Student 11	Fail	-	-	
Student 12	Fail	-	-	

However, where distribution of grades differs, or there aren't enough students, the sample size will be less, such as in example 2.

Example 2:

In this example, the centre has limited grade distribution. There are no Distinction grades, three Merit grades and two Pass grades. The centre can therefore only provide four students for evidence.

Student	Grade	Interval		
Student 1	Merit	M3	High	
Student 2	Merit	M2	Medium	
Student 3	Merit	M2	Medium	
Student 4	Pass	P3	High	
Student 5	Pass	P2	Medium	
Student 5	Fail	-	-	

Centres should ideally provide evidence from the highest performing candidate and lowest performing candidate within the grade. So, in the example above for the Pass grade, the grade intervals are High and Medium. In this case the centre should still provide student evidence.

Centres are required to submit evidence for two students per grade where available.

There is no requirement to provide evidence for Fail grades.

Section 6 Exams

6.1 Grade requirements

The spring and summer dated exam series for 2021 have both been cancelled. Therefore, centres will be required to submit a Teacher Assessed Grade (TAG). In addition, grade intervals will be required (see below). No rank order of students will need to be submitted.

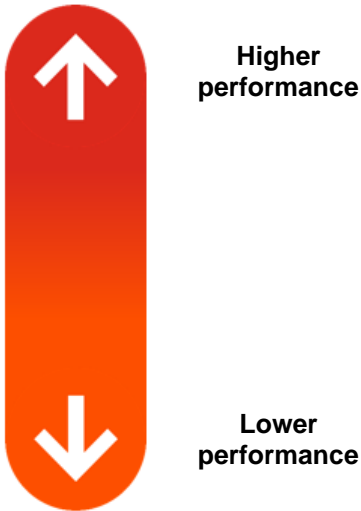
For exams, students must be first assigned a grade and then placed into a **high/highest**, **medium** or **low** interval, with high/highest being those with the most secure grade.

For **Pass** and **Merit**, the intervals are High, Medium and Low.

For **Distinction**, the intervals are Highest, High, Medium and Low.

There are no grade intervals for Fail (X) grades.

Grade	Interval	
Distinction	D4	Highest
	D3	High
	D2	Medium
	D1	Low
Merit	M3	High
	M2	Medium
	M1	Low
Pass	P3	High
	P2	Medium
	P1	Low
Fail	-	-



6.2 Evidence

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

We will make available from **Monday 12 April** additional assessment support materials that can be used by centres to assist with the determination of a TAG. This resource may be used under:

- Supervised conditions (in class or remotely)
- Unsupervised conditions (at home) – the centre should ensure authenticity (e.g. through a validation discussion with students, and a signed declaration retained as evidence.)

These additional assessment support resources are published to the specific qualification web pages

We encourage centres to make use of available technologies to ensure supervised conditions.

It is not compulsory that centres use this resource, but it is highly recommended.

Centres can also take into consideration other types of evidence that could contribute towards the determination of the exam TAG such as:

- Results from any completed existing past papers
- Previous exam results, for example any re-sitting students or those with relevant smaller qualifications
- Relevant evidence from any other centre assessed components that have not been fully completed or submitted
- Any formative or practice exam/assessment results
- Overall student performance
- Coursework/homework
- Internal tutor assessment and progress data
- Any other records of student performance over the course of study

6.3 Centre requirements

For the exam component, centres must ensure they have all of the following which demonstrates how they have determined the TAGs

- All assessment support materials (sets of questions) or alternative evidence used to determine the TAG
- All marking records that demonstrate how the TAGs have been determined and that you have followed the correct process
- Declaration of authenticity for all students
- IQA record form for the component

Centres will also need to provide the following information where applicable to the cohort:

- Component grade variation report (to provide additional rationale if the overall cohort performance is significantly different from previous cohorts)
- Personal interest form (this is a declaration where an assessor has a personal relationship to student(s), such as parent, carer or guardian)

We have prepared a set of [template forms](#) for centres to use for the TAG process, however centres may use alternatives providing they include the relevant information.

6.4 Evidence submission requirements

What do centres need to provide?

For exam components, centres need to upload a sample of evidence for each sub-industry. If you're not sure what these are, the different sub-industries are provided in the list of qualifications in the [Appendix](#).

You will need to submit evidence within each sub-industry group of qualifications, **one** for a multiple-choice exam component (where available) and **one** for a written exam component (where available).

If only one of these exam formats is available, you just provide evidence for one.

The evidence provided should include that of the selected student sample plus any generic forms for the cohort, including:

- IQA record form for the component
- Component grade variation report (where applicable)
- Personal interest form (where applicable)

Example 1:

Using an example from the Land industry group, let's assume a centre delivers all of the following qualifications within the 'Animal Care' sub-industry group.

Sub-industry	Qual No.	Qualification title
Animal Care	0172-21	Level 2 Technical Certificate in Animal Care
Animal Care	0172-30	Level 3 Advanced Technical Certificate in Animal Management
Animal Care	0172-31	Level 3 Advanced Technical Diploma in Animal Management (540)
Animal Care	0172-32	Level 3 Advanced Technical Extended Diploma in Animal Management (720)
Animal Care	0172-33	Level 3 Advanced Technical Extended Diploma in Animal Management (1080)

So, for this sub-industry, the centre must select a sample of one multiple-choice exam component and one written exam component from across the group of qualifications.

This could be;

Level 2 Animal Care - Theory exam (0172-024) from the Level 2 Technical Certificate in Animal Care (0172-21), as this is assessed by a multiple-choice exam

and,

Level 3 Animal Management - Theory exam (0172-531) from the Level 3 Advanced Technical Certificate in Animal Management (0172-30), as this is assessed by a written exam

Example 2:

Using the BSE industry group as an example, let's assume a centre delivers all of the following qualifications within the following two sub-industry groups; 'Electrical Installation' and 'Plumbing'.

Sub-industry	Qual No.	Qualification title
Electrical Installation	8202-20	Level 2 Technical Certificate in Electrical Installation
Electrical Installation	8202-30	Level 3 Advanced Technical Diploma in Electrical Installation (450)
Plumbing	8202-25	Level 2 Technical Certificate in Plumbing
Plumbing	8202-35	Level 3 Advanced Technical Diploma in Plumbing (450)

There are two separate sub-industry groups here, with just two qualifications in each. One is Level 2 which is assessed by a multiple-choice exam, and the other Level 3 which is assessed by a written exam.





In this case the centre would provide evidence for all exam components.

Which students should centres select?

For the exam components you provide evidence for, you should select **two** students per **grade**, ideally the highest performing candidate and lowest performing candidate within the grade. (I.e. from the highest interval and the lowest interval available).

Example 1:

In this example, the centre has a cohort of 10 students. They can provide evidence for the six students chosen (indicated by the paperclip icons) because there is a good distribution of students across the grades.

Student	Grade	Interval		
Student 1	Distinction	D4	Highest	
Student 2	Distinction	D3	High	
Student 3	Distinction	D2	Medium	
Student 4	Distinction	D1	Low	
Student 5	Merit	M3	High	
Student 6	Merit	M2	Medium	
Student 7	Merit	M1	Low	
Student 8	Pass	P3	High	
Student 9	Pass	P2	Medium	
Student 10	Pass	P1	Low	
Student 11	Fail	-	-	
Student 12	Fail	-	-	

However, where distribution of grades differs, or there aren't enough students, the sample size will be less, such as in example 2.

Example 2:

In this example, the centre has limited grade distribution. There are no Distinction grades, two Pass grade and three Merit grades. The centre can therefore provide four students for evidence.

Student	Grade	Interval	
Student 1	Merit	M3	High
Student 2	Merit	M2	Medium
Student 3	Merit	M1	Low
Student 4	Pass	P2	Medium
Student 5	Pass	P2	Medium
Student 6	Fail	-	-



Centres should ideally provide evidence from the highest performing candidate and lowest performing candidate within the grade. But in the example above for the Pass grade, as both students are Medium interval, they may be the same level of performance. In this case the centre should still provide student evidence.

Centres are required to submit evidence for two students per grade where available.

There is no requirement to provide evidence for Fail grades.

Section 7 Other centre assessed components

7.1 Other centre-assessed components and TAGs

For internal assessments, such as optional units and other centre assessed components, centres will be required to submit TAGs. Centres are strongly advised that optional unit assignments should continue to be taken as normal or via the published adaptations (where possible and it is safe to do so, following Public Health guidance) and used as the basis for the TAG.

Some tasks within optional units or centre assessed components can be taken remotely rather than in supervised conditions e.g. where the student is required to produce a piece of written work. Where this adaptation is used the assessor must ensure authenticity of the students work (e.g. carry out a validation discussion with the student).

For other centre assessed components that have not been completed, evidence generated for tasks in other units can be used where they meet the requirements of the assessment. This evidence will need to be clearly cross-referenced to the relevant assessment task.

Centres can change optional units, for example where alternatives can be assessed more safely or where evidence is already available. Where this is necessary centres must contact our centre support team to cancel the original booking and place a new booking on the alternative unit. Please ensure you check the rules of combination within the qualification handbook or on the Walled Garden catalogue to ensure the units selected will provide the student with the opportunity to complete the qualification in full.

Where they exist, externally set and internally marked theory exams can be remotely supervised, and the supervisor can be a member of staff. We encourage centres to make use of available technologies to deliver the exam securely, and in supervised conditions.

7.2 Grade Requirements

For the centre assessed components we will require a Teacher Assessed Grade (TAG) **only**. Centres do not need to submit grade intervals or rank order.

7.3 Types of evidence

Evidence that could be used includes (this is not an exhaustive or exclusive list):

- Formative assessment
- Relevant evidence from any completed optional/mandatory centre-assessments from year one or year two
- Relevant evidence from any completed assessments that could demonstrate linked or related skills or knowledge
- Relevant evidence from any other centre assessed components that have not been fully completed or submitted
- Coursework/homework
- Demonstration and performance of skills-based activities

7.4 Evidence submission requirements

Centres are not required to submit a sample of evidence for these components. Evidence is only required for the Synoptic Assignment and the Exam. However, centres must retain the following which demonstrates how they have determined the TAGs

- All student evidence used to determine the TAG
- All marking records that demonstrate how the TAGs have been determined and that you have followed the correct process
- Declaration of authenticity for all students
- IQA record form for the component

Section 8 Submission of TAGs and evidence

There will be a window in which TAGs can be submitted, the deadline for submission of TAGs and any required sample of evidence for Technical Qualifications is **18 June 2021** to ensure that results can be released to your students by the published dates.

TAGs can be submitted after this deadline and will be processed. However, results will not be released in time for the published dates. We aim to process any TAGs submitted after the 18 June within **32 working days** of a correct submission, however this may not always be possible.

We will confirm at a later date how to submit TAGs for your students, and how to provide any required evidence.

We strongly encourage centres to submit TAGs for the exam components as early as possible to allow more time to focus on the synoptic assignment. This will also reduce the burden on centres should any additional evidence be required by City & Guilds.

The following table summarises the requirements for each assessment component (where applicable):

Assessment	Requirements for submission			Submission deadline*
	Teacher Assessed Grade (TAG)	Grade Intervals	Sample of evidence	
Theory Exam	✓	✓	✓	18 June 2021
Synoptic Assignment	✓	✓	✓	
Centre Assessed Components	✓	X	X	
Mandatory Work Experience Components	X	X	X	
Employer Involvement	X	X	X	

* TAGs can be submitted after this deadline and will be processed. However, results will not be released in time for the published dates. We aim to process any TAGs submitted after the 18 June within 32 working days of a correct submission, however this may not always be possible.

Section 9 Further advice and guidance

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

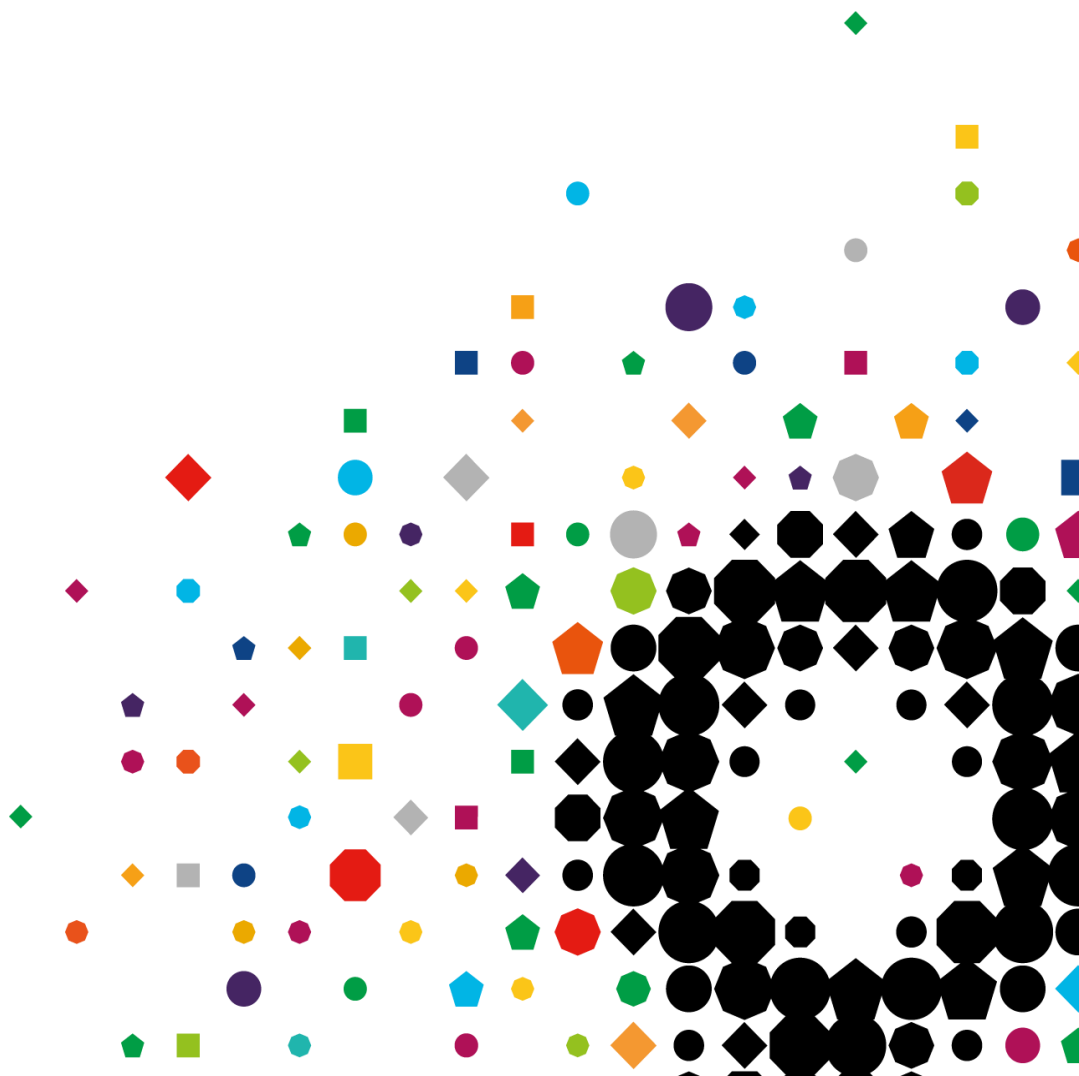
For all other queries relating to these arrangements, contact our Quality team who are available Monday to Friday 8.30 am to 5 pm excluding UK public holidays.



technicals.quality@cityandguilds.com



0300 303 53 52



Appendix

This document is applicable to the following Technical Qualifications for the period covered by these alternative arrangements.

Sub-industry	Qual no.	Qualification title
Land		
Agriculture and Related Industries	0170-20	Level 2 Technical Award in Land Based Studies
Agriculture and Related Industries	0171-20	Level 2 Technical Certificate in Agriculture
Agriculture and Related Industries	0171-28	Level 2 Technical Certificate in Land-Based Engineering
Agriculture and Related Industries	0171-30	Level 3 Advanced Technical Certificate in Agriculture
Agriculture and Related Industries	0171-31	Level 3 Advanced Technical Diploma in Agriculture (540)
Agriculture and Related Industries	0171-32	Level 3 Advanced Technical Extended Diploma in Agriculture (720)
Agriculture and Related Industries	0171-33	Level 3 Advanced Technical Extended Diploma in Agriculture (1080)
Agriculture and Related Industries	0171-38	Level 3 Advanced Technical Extended Diploma in Land-Based Engineering (1080)
Animal Care	0172-21	Level 2 Technical Certificate in Animal Care
Animal Care	0172-30	Level 3 Advanced Technical Certificate in Animal Management
Animal Care	0172-31	Level 3 Advanced Technical Diploma in Animal Management (540)
Animal Care	0172-32	Level 3 Advanced Technical Extended Diploma in Animal Management (720)
Animal Care	0172-33	Level 3 Advanced Technical Extended Diploma in Animal Management (1080)
Equine	0172-26	Level 2 Technical Certificate in Equine Care
Equine	0172-35	Level 3 Advanced Technical Certificate in Equine Management
Equine	0172-36	Level 3 Advanced Technical Diploma in Equine Management (540)
Equine	0172-37	Level 3 Advanced Technical Extended Diploma in Equine Management (720)
Equine	0172-38	Level 3 Advanced Technical Extended Diploma in Equine Management (1080)
Environmental Conservation	0173-20	Level 2 Technical Certificate in Land and Wildlife
Environmental Conservation	0173-30	Level 3 Advanced Technical Certificate in Land and Wildlife Management
Environmental Conservation	0173-35	Level 3 Advanced Technical Diploma in Land and Wildlife Management (540)
Environmental Conservation	0173-32	Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (720)
Environmental Conservation	0173-37	Level 3 Advanced Technical Extended Diploma in Land and Wildlife Management (1080)
Horticulture	0174-20	Level 2 Technical Certificate in Horticulture
Horticulture	0174-30	Level 3 Advanced Technical Certificate in Horticulture

Horticulture	0174-36	Level 3 Advanced Technical Diploma in Horticulture (540)
Horticulture	0174-32	Level 3 Advanced Technical Extended Diploma in Horticulture (720)
Horticulture	0174-37	Level 3 Advanced Technical Extended Diploma in Horticulture (1080)
Forestry and Arboriculture	0174-21	Level 2 Technical Certificate in Forestry and Arboriculture
Forestry and Arboriculture	0174-35	Level 3 Advanced Technical Certificate in Forestry and Arboriculture
Forestry and Arboriculture	0174-38	Level 3 Advanced Technical Extended Diploma in Forestry and Arboriculture (1080)
Floristry	0175-20	Level 2 Technical Certificate in Floristry
Floristry	0175-30	Level 3 Advanced Technical Diploma in Floristry (540)
Engineering		
Mechanical	1145-20	Level 2 Technical Award in Engineering
Mechanical	1145-21	Level 2 Technical Certificate in Engineering
Mechanical	1145-30	Level 3 Advanced Technical Certificate in Engineering
Mechanical	1145-31	Level 3 Advanced Technical Diploma in Engineering (540)
Mechanical	1145-32	Level 3 Advanced Technical Extended Diploma in Engineering (720)
Health & Care		
Oral Health	3134-20	Level 2 Technical Certificate in Working in Dental Settings
Health	3625-20	Level 2 Technical Certificate in Healthcare, Care and Childcare
Health	3625-30	Level 3 Advanced Technical Diploma in Health and Care (540)
Health	3625-31	Level 3 Advanced Technical Extended Diploma in Health and Care (1080)
Automotive		
Automotive	4292-20	Level 2 Technical Award in Vehicle Technology
Automotive	4292-21	Level 2 Technical Certificate in Automotive
Automotive	4292-30	Level 3 Advanced Technical Certificate in the Automotive Industry
Digital		
IT Systems Support	5220-20	Level 2 Technical Award in Digital Technologies
IT Systems Support	5220-21	Level 2 Technical Certificate in Digital Technologies
IT Systems Support	5220-30	Level 3 Advanced Technical Certificate in Digital Technologies
IT Systems Support	5220-32	Level 3 Advanced Technical Extended Diploma in Digital Technologies (720)
Hair & Beauty		
Hairdressing	6002-20	Level 2 Technical Certificate in Barbering
Hairdressing	6002-21	Level 2 Technical Certificate in Hairdressing (450)
Hairdressing	6002-22	Level 2 Technical Certificate for Cutting and Styling Services
Hairdressing	6002-23	Level 2 Technical Certificate for Hair Colouring Services
Hairdressing	6002-30	Level 3 Advanced Technical Diploma in Barbering (450)

Hairdressing	6002-31	Level 3 Advanced Technical Diploma in Hairdressing (540)
Beauty Therapy	3038-21	Level 2 Technical Award in Hair & Beauty Studies
Beauty Therapy	6003-21	Level 2 Technical Certificate in Beauty Retail
Beauty Therapy	6003-20	Level 2 Technical Certificate in Beauty Therapy (450)
Beauty Therapy	6003-22	Level 2 Technical Certificate in Nail Treatments
Beauty Therapy	6003-30	Level 3 Advanced Technical Diploma in Beauty and Spa Therapy (540)
Beauty Therapy	6003-32	Level 3 Advanced Technical Diploma in Nail Technology (450)
Beauty Therapy	6010-20	Level 2 Technical Certificate in Make-up Artistry
Beauty Therapy	6004-30	Level 3 Advanced Technical Diploma in Complementary Therapies (540)
Beauty Therapy	6010-30	Level 3 Advanced Technical Diploma in Media Make-up Artistry (540)
Beauty Therapy	6010-31	Level 3 Advanced Technical Diploma in Theatrical, Special Effects and Media Make-up Artistry (540)
Hospitality & Catering		
Hospitality and Catering	6106-20	Level 2 Technical Award in Cookery and Service for the Hospitality Industry
Hospitality and Catering	6100-20	Level 2 Technical Certificate in Professional Cookery (450)
Hospitality and Catering	6103-20	Level 2 Technical Certificate in Food and Beverage Service (450)
Hospitality and Catering	7178-20	Level 2 Technical Certificate in Food Preparation and Service (450)
Hospitality and Catering	6100-30	Level 3 Advanced Technical Diploma in Professional Cookery (450)
Hospitality and Catering	6103-30	Level 3 Advanced Technical Diploma in Supervision in Food and Beverage Services (450)
Hospitality and Catering	6100-31	Level 3 Advanced Technical Diploma for Professional Chefs (540)
Hospitality and Catering	6100-32	Level 3 Advanced Technical Diploma for Professional Chefs (Patisserie and Confectionery) (450)
Hospitality and Catering	6100-33	Level 3 Advanced Technical Diploma for Professional Chefs (Kitchen and Larder) (450)
Construction		
Construction	6720-21	Level 2 Technical Award in Constructing and Maintaining the Built Environment
Construction	6720-22	Level 2 Technical Award in Designing and Planning the Built Environment
Construction	6720-34	Level 3 Advanced Technical Certificate in Constructing the Built Environment
Construction	6720-35	Level 3 Advanced Technical Diploma in Constructing the Built Environment (540)
Construction	6720-36	Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment (720)
Construction	6720-37	Level 3 Advanced Technical Extended Diploma in Constructing the Built Environment (1080)
Construction	7905-20	Level 2 Technical Certificate in Bricklaying
Construction	7905-30	Level 3 Advanced Technical Diploma in Bricklaying (450)
Construction	7906-20	Level 2 Technical Certificate in Site Carpentry
Construction	7906-21	Level 2 Technical Certificate in Architectural Joinery
Construction	7906-30	Level 3 Advanced Technical Diploma in Site Carpentry (450)

Construction	7906-31	Level 3 Advanced Technical Diploma in Architectural Joinery (450)
Construction	7907-20	Level 2 Technical Certificate in Painting and Decorating
Construction	7907-30	Level 3 Advanced Technical Diploma in Painting and Decorating (450)
Construction	7908-20	Level 2 Technical Certificate in Plastering
Construction	7908-30	Level 3 Advanced Technical Diploma in Plastering (450)
Building Services Engineering (BSE)		
Electrical Installation	8202-20	Level 2 Technical Certificate in Electrical Installation
Electrical Installation	8202-30	Level 3 Advanced Technical Diploma in Electrical Installation (450)
Plumbing	8202-25	Level 2 Technical Certificate in Plumbing
Plumbing	8202-35	Level 3 Advanced Technical Diploma in Plumbing (450)

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