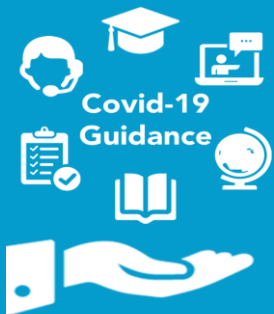


# Assessment mitigation centre guidance for NVQs & VRQs in relation to Covid-19 disruption, Summer 2020

## Built Environment Services





Version	Amendment type	Section
1.2 (June 2020)	Qualification mitigation changed to Calculate	7139-01, 7139-02, 7612
	Percentage criteria for mitigations removed	7139, 7695
	Template guidance sections amended (Sections 2, 4 & 5; Section 6 removed)	Sections 2, 4 & 5 Section 6 removed.
1.3 (June 2020)	Qualifications added	7139-01, 7139-02



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1. Introduction
2. Scope of qualifications
3. Scope of Learners
4. Qualifications where calculated results are permitted
5. Qualifications where adaptation of assessments is permitted
6. Further advice and guidance
7. Appendices

## 1. Introduction

This guidance applies to OFQUAL regulated qualifications delivered in England, Northern Ireland, Wales and Scotland.

Our overarching aim is to allow as many learners as possible that were due to complete/achieve their assessment/qualifications in summer 2020 to receive results, so they can progress onto further education and employment without delay.

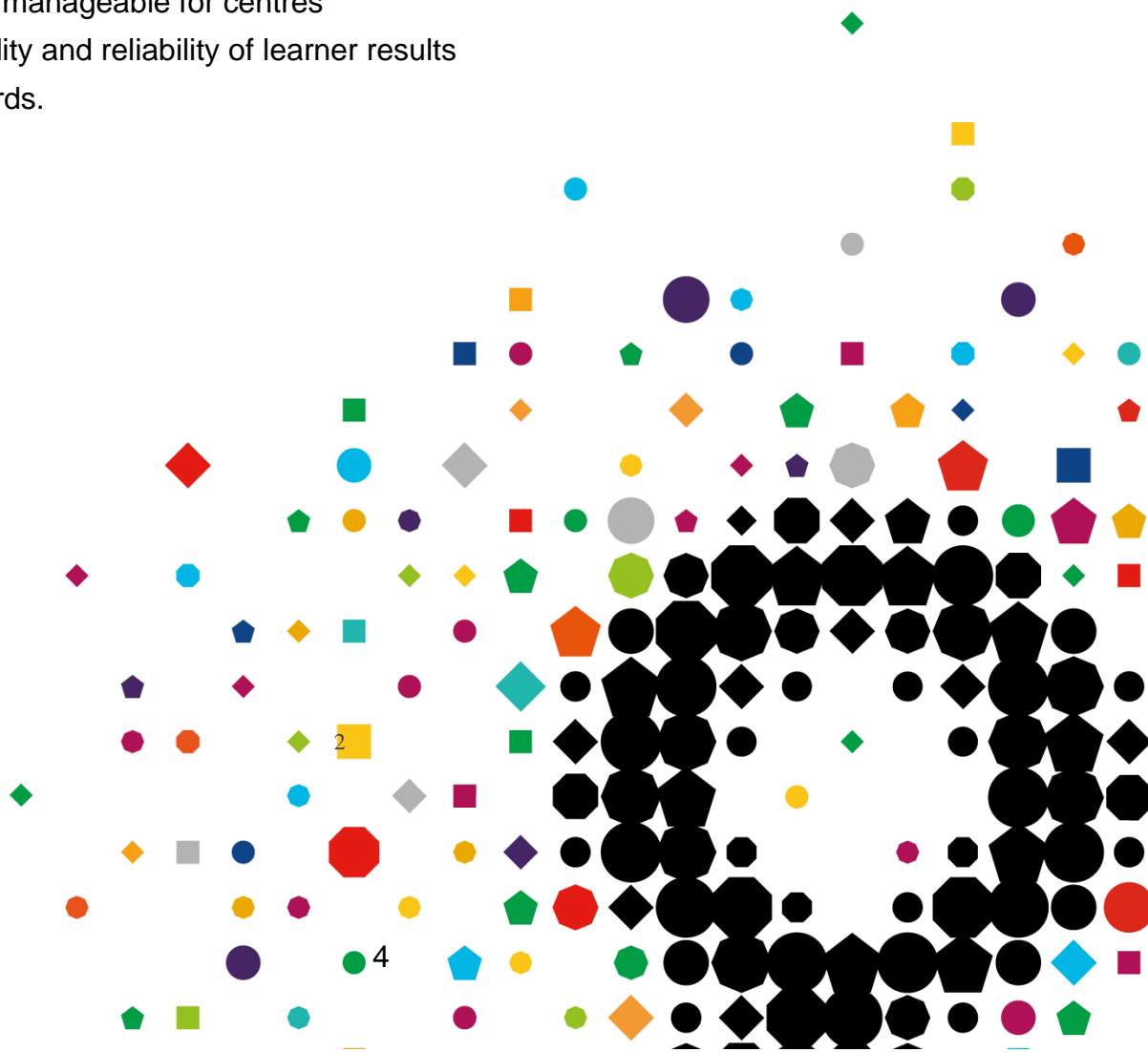
The qualifications in this sector serve a number of purposes, such as progression to further study, signalling occupational competence, or are linked to occupational regulation, such as licence to practice and as such they vary in their assessment approaches and therefore their assessment and mitigation approaches.

This guidance covers the assessment and mitigation processes that will be applied to the qualifications in this sector. These include:

- Calculated results
- Adaptation
- Delay
- No mitigation required

We are committed to developing a process that, as far as possible, will:

1. be practical and manageable for centres
2. support the validity and reliability of learner results
3. maintain standards.





## 2. Scope of qualifications

For information on Exceptional Arrangements for Vocational and Technical qualifications see [here](#).

In line with the government's stated aim of ensuring parity between GQ and VTQ learners and to ensure VTQ learners can progress to HE/FE/employment, the following mitigation and assessment approaches apply, arrangements for all qualifications in this sector are detailed in this document.

### **Calculated results/centre-assessment grades**

We have proposed calculated results/centre-assessment grades for qualifications where:

- their primary purpose is either progression to either further or higher education. Learners will receive a calculated result for assessments they were due to complete this academic year
- there is sufficient evidence available to form a valid judgement and where there are no health & safety or safeguarding issues.

Calculated results will draw appropriately on a range of trusted evidence and will be based primarily on tutor judgements of what result each learner would most likely have achieved had they had sat their assessments this summer.

These will then be subject to quality assurance by City & Guilds. City & Guilds will also quality assure the judgements across different centres once they have been submitted. Where there are banked assessment results already achieved for learners, these will be used.

### **Adaptation**

We have proposed Adaptation for qualifications where:

- their primary purpose is a mix of either progression to further or higher education or signifying competence, or where the primary purpose is to signify competence.
- a calculated result/centre-assessment grade is not possible
- learners are completing programmes of study where the primary aim is linked directly to occupational or professional competence
- the validity of the assessment will remain protected
- it does not conflict with identified health and safety or safeguarding issues

### **Delay**

For some qualifications, assessments will need to be delayed where neither estimation nor adaptation is possible.

This is very much based on the purpose and nature of the qualification.

Qualifications such as licence to practice qualifications or those qualifications considered 'high risk' will fall under this approach.

Please refer to Appendix D : List of qualifications where delay is the approach.



## **No mitigation required**

For some qualifications it will be the case that no mitigation is required as assessments can continue to be delivered and assessed in the usual way according to the acceptable approaches within the assessment strategy/plan.

Please refer to Appendix C : List of qualifications where no mitigation is required.

For a small number of qualifications, a 'hybrid' approach may be proposed with a primary mitigation approach for most outstanding assessments and a secondary mitigation for others. Full details for where this approach exists within the specific qualifications is provided in this guidance document.

Where the primary mitigation approach for a qualification is adaptation, but calculated results/centre assessment grades are permitted for some of the assessments, this is indicated in the adaptation list with an \*. Please note the different submission timescales for adaptation results and centre calculated grades.



### 3. Scope of Learners

These mitigation approaches are ONLY available to learners who meet the following criteria:

- Were incomplete/still registered as of 20<sup>th</sup> March 2020
- Were scheduled to complete their qualification/assessments by 31<sup>st</sup> July 2020
- Have completed a learning programme that addresses a significant proportion of the content of the qualification
- Have met any specific requirements at qualification level as set out later in this document if applicable.

For any learners where access arrangements have been agreed (for example a reader or extra time), this should be taken into consideration in the mitigation approach.

Centres should give consideration of where illness or other personal circumstances might have affected learner performance in assessments or assessment components that have already been undertaken.

#### **Arrangements for learners out of scope**

For learners out of scope please continue to offer remote and blended learning where feasible, supporting learners to prepare for their assessments once the government guidance allows them to return to their centres. The following actions should be taken by centres:

- Continue to support learners with their learning remotely in line with current and evolving social distancing requirements
- Tutors/assessors should continue to undertake formative assessment and to support remote learning

Formal summative assessment can be resumed when the centre re-opens.

**International learners are not in scope for these mitigations.**





## 4. Qualifications where calculated results are permitted

At City & Guilds we want to ensure that wherever possible learners who planned to take assessments this summer for progression to either further or higher education or into employment will be able to receive results.

In many circumstances where progression to either further or higher education is the primary purpose of the qualification, learners will receive a calculated result for assessments they were due to complete this academic year. Calculated results will draw appropriately on a range of trusted evidence and will be based primarily on tutor judgements of what result each learner would most likely have achieved had they had sat their assessments this summer.

These will then be subject to quality assurance by City & Guilds. City & Guilds will also quality assure the judgements across different centres once they have been submitted. Where there are banked assessment results already achieved for learners, these will be used.

The individual qualification pages that follow provide detail of the specific assessments and conditions where calculated results are permitted.

Please refer to Appendix A: List of qualifications where calculated results are permitted.

For more information on centre assessment grades, please refer to the following documents on the City & Guilds website:

**City & Guilds Summer 2020 Grades for VRQs** guidance document found [here](#)

**Submitting Centre Assessment Grades to Walled Garden** guidance document found [here](#)





## 5. Qualifications where adaptation of assessments is permitted

Please refer to Appendix B: List of qualifications where adaptation of assessments is permitted.

### Types of adaptation that may be used

The individual qualification pages that follow provide detail of the **specific** adaptations that are **permitted** for individual assessments. The main types of adaptation that have been used across qualifications include:

#### Expert Witness Testimony

The use of additional expert witness testimonies from qualified individuals to act as evidence in place of other assessment activities (e.g. direct observation).

#### Professional Discussion

The use of a professional discussion element to provide evidence of coverage that may not be possible for learners to produce through typical assessment processes at this time (e.g. instead of a practical task).

#### Observation

In some instances where direct observation is not possible, the number of required observations for assessment have been reduced. In other instances, alternative methods of assessment may be accepted (e.g. Expert Witness Testimony).

#### Knowledge-based written assessments

The use of a range of adaptations have been suggested, depending on the qualification, but typically include:

- a) A relaxation of conditions, e.g. tasks that may have typically been done in supervised conditions in a centre that now may be taken in the learner's home.
- b) An adaptation to the mode of assessment e.g. use of oral questioning

For more information on the adaptation process, please refer to the **Quality Process Arrangements and Guidance for assessments that have been adapted** document on the City & Guilds website.

**Mitigations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
600/0646/8	0746-20	Level 2 Certificate for Sustainable Waste Management Operative

**Which learners do the mitigation arrangements apply to?**

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 7.

**What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?**

Outstanding assessments	Assessment component numbers	Calculated result based on centre estimation	Adaptation	Delay	No mitigation required
Assessments for occupational competency. Portfolio of evidence.	All		✓		

**What adaptations to assessments are permitted?****Portfolio of evidence assessing competency**

- Video link/recording – this option may be considered for various elements of the assessment process including communication with learners, witnesses, and employers. **It can also be used as an alternative to direct observation.** Where this option is used the following must apply:
  - The assessor must introduce all members of the call and their role and purpose for the call.
  - The assessor must agree with all parties that they agree to being recorded, in line with individual privacy policies.
  - The date, time, location and purpose of the recording must be stated.
  - The date and time must also be stated at the end of the recording.
  - The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.



- When being used as a tool for observation, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
  - The video needs to be clear and at a distance that the task is clearly visible, and an assessment decision can be made with confidence.
  - The video evidence must be accompanied by an assessment decision that demonstrates that the video evidence has been assessed and feedback given to the learner.
  - The video is of the actual work being carried out in real time and not a synopsis of the work done when completed (if being used as an observation).
- Audio link/recording - this option may be considered for various elements of the assessment process including, communication with learners, witnesses, and employers. Where this option is used the following must apply:
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    - The date, time, location and purpose of the recording must be stated.
    - The date and time must also be stated at the end of the recording.
    - The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
    - When being used to capture a professional discussion, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
    - This method is not suitable for observations.



### Mitigations for:

QAN	City & Guilds qualification number	City & Guilds qualification title
600/1192/0	4401-21	Level 2 Certificate in Property: Sale of Residential Property
600/1194/4	4401-22	Level 2 Certificate in Property: Residential Property Letting and Management
600/1193/2	4401-31	Level 3 Diploma in Property: Sale of Residential Property
600/1198/1	4401-32	Level 3 Diploma in Property: Residential Property Letting and Management

### Which learners do the mitigation arrangements apply to?

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 7.

### What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?

Outstanding assessments	Assessment component numbers	Calculated result based on centre estimation	Adaptation	Delay	No mitigation required
Assessments for occupational competency Portfolio of evidence	All		✓		

### What adaptations to assessments are permitted?

The assessment strategy permits a range of options for assessing these qualifications; during this period, a more relaxed blend of assessment methods may be considered to evidence outstanding assessment criteria (e.g. an increased use of witness testimony over direct observation).

**Mitigations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
600/5476/1	4429-21	Level 2 Certificate in Facilities Services
600/5477/3	4429-22	Level 2 Certificate in Facilities Services Principles

**Which learners do the mitigation arrangements apply to?**

These assessment arrangements are **ONLY** available to learners who meet the full criteria stated on page 7.

**What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?**

<b>Outstanding assessments</b>	<b>Assessment component numbers</b>	<b>Calculated result based on centre estimation</b>	<b>Adaptation</b>	<b>Delay</b>	<b>No mitigation required</b>
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	224-227		✓		
Assessments for occupational competency Portfolio of evidence	201-223		✓		

**What adaptations to assessments are permitted?****Centre marked assignment or task assessing only knowledge and understanding**

These can be taken remotely by candidates provided the centre has software or processes that maintain the security of the assessment materials, generates evidence that can be retained by the centre and authenticates that the responses are the candidates own.



Where this is not an option, centres can assess candidates via oral questioning. The test content can be used as a basis of this provided the security of the assessment materials is maintained.

- Where tests are multiple-choice questions, the multiple-choice questions can be rephrased into open questions.
- Where questions have images or tables, these can either be shared discretely from the test, alternative equivalent image sourced or the questions can be rephrased around the image.

Oral questioning/Q&A session must be carried out by an assessor who is occupationally competent and in a way that authenticates the responses are the candidates own. These will need to be recorded in written or verbal format and linked to the assessment criteria.

### Portfolio of evidence assessing competency

- Video link/recording – this option may be considered for various elements of the assessment process including communication with learners, witnesses, and employers. **It can also be used as an alternative to direct observation.** Where this option is used the following must apply:
  - The assessor must introduce all members of the call and their role and purpose for the call.
  - The assessor must agree with all parties that they agree to being recorded, in line with individual privacy policies.
  - The date, time, location and purpose of the recording must be stated.
  - The date and time must also be stated at the end of the recording.
  - The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
  - When being used as a tool for observation, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
  - The video needs to be clear and at a distance that the task is clearly visible, and an assessment decision can be made with confidence.
  - The video evidence must be accompanied by an assessment decision that demonstrates that the video evidence has been assessed and feedback given to the learner.
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  - The assessor must agree with all parties that they agree to being recorded, in line with individual privacy policies.
  - The date, time, location and purpose of the recording must be stated.
  - The date and time must also be stated at the end of the recording.



- The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
- When being used to capture a professional discussion, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
- This method is not suitable for observations.



### Mitigations for:

QAN	City & Guilds qualification number	City & Guilds qualification title
500/9140/2	6207-02	Level 2 NVQ Certificate in Housing
500/6690/0	6207-03	Level 3 NVQ Certificate in Housing

### Which learners do the mitigation arrangements apply to?

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 7.

### What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?

Outstanding assessments	Assessment component numbers	Calculated result based on centre estimation	Adaptation	Delay	No mitigation required
Assessments for occupational competency Portfolio of evidence	All		✓		

### What adaptations to assessments are permitted?

#### Portfolio of evidence assessing competency

The assessment strategy permits a range of options for assessing these qualifications; during this period, a more relaxed blend of assessment methods may be considered to evidence outstanding assessment criteria (e.g. an increased use of expert witness testimony over direct observation).



**Mitigations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
600/5739/7	6361-01	Level 3 Certificate in Domestic Energy Assessment
601/3010/6	6361-08	Level 4 Diploma in Non-Domestic Energy Assessment

**Which learners do the mitigation arrangements apply to?**

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 7.

**What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?**

<b>Outstanding assessments</b>	<b>Assessment component numbers</b>	<b>Calculated result based on centre estimation</b>	<b>Adaptation</b>	<b>Delay</b>	<b>No mitigation required</b>
Assessments for practical skills. Centre marked assignment with majority practical.	332-335 / 434		✓		
Assessments for occupational competency. Portfolio of evidence.	331 / 433 / 436		✓		

**What adaptations to assessments are permitted?****Centre marked assignment or task assessing only knowledge and understanding**

These can be taken remotely by candidates provided the centre has software or processes that maintain the security of the assessment materials, generates evidence that can be retained by the centre and authenticates that the responses are the candidates own.



Where this is not an option, centres can assess candidates via oral questioning. The test content can be used as a basis of this provided the security of the assessment materials is maintained.

- Where tests are multiple-choice questions, the multiple-choice questions can be rephrased into open questions.
- Where questions have images or tables, these can either be shared discretely from the test, alternative equivalent image sourced or the questions can be rephrased around the image.

Oral questioning/Q&A session must be carried out by an assessor who is occupationally competent and in a way that authenticates the responses are the candidates own. These will need to be recorded in written or verbal format and linked to the assessment criteria.

### Portfolio of evidence assessing competency

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  - The video is of the actual work being carried out in real time and not a synopsis of the work done when completed (if being used as an observation).
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- The date, time, location and purpose of the recording must be stated.
- The date and time must also be stated at the end of the recording.
- The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
- When being used to capture a professional discussion, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
- This method is not suitable for observations.

**Mitigations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
600/8580/0	7139-01	Entry Level Award in Practical Cleaning Skills (Prepare and clean stairs and landings) (Entry 3)
600/5236/3	7139-01	Entry Level Award in Practical Cleaning Skills (Clean and maintain washrooms) (Entry 3)
600/5235/1	7139-01	Entry Level Award in Practical Cleaning Skills (Prepare, Dry Sweep and Damp Mop Floor surfaces) (Entry 3)
600/5233/8	7139-01	Entry Level Award in Practical Cleaning Skills (Prepare and clean furniture fixtures and fittings) (Entry 3)
600/5237/5	7139-01	Entry Level Award in Practical Cleaning Skills (Prepare and suction clean floor surfaces) (Entry 3)
600/5219/3	7139-01	Entry Level Award in Practical Cleaning Skills (Prepare and clean interior walls and windows) (Entry 3)
601/4239/X	7139-10	Entry Level Award in Practical Cleaning Skills (Entry 3)
601/0766/2	7139-02	Level 1 Award in Practical Cleaning Skills (Prepare to work in the cleaning industry)
600/8582/4	7139-02	Level 1 Award in Practical Cleaning Skills (Prepare and clean a food area and appliances)
600/5234/X	7139-02	Level 1 Award in Practical Cleaning Skills (Prepare and clean hard floor surfaces using machinery)
600/5218/1	7139-02	Level 1 Award in Practical Cleaning Skills (Prepare, spray clean and buff floor surfaces)
600/5443/8	7139-02	Level 1 Award in Practical Cleaning Skills (Clean and dispose of bodily fluids, spillages and hazardous items)
600/8305/0	7139-02	Level 1 Award in Practical Cleaning Skills (Prepare and clean refuse chutes)
600/8581/2	7139-02	Level 1 Award in Practical Cleaning Skills (Prepare, clean and service guestrooms and public areas)

601/4263/7	7139-12	Level 1 Certificate in Practical Cleaning Skills
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### Which learners do the mitigation arrangements apply to?

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 7.

### What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?

Outstanding assessments	Assessment component numbers	Calculated result based on centre estimation	Adaptation	Delay	No mitigation required
Assessments for practical skills. Centre marked assignment with majority practical.	All	✓			
Assessments for occupational competency Portfolio of evidence					

### Where calculated results based on centre assessment grades are permitted, what evidence should this be based on?

- Any formative or practice exam/assessment results
- Participation and performance in skills-based activities
- Candidates percentage of attendance prior to centre closures
- Overall candidate performance and progress
- Classwork/homework
- Internal tutor assessment and progress data
- Any other records of candidate performance over the course of study
- Comparison with previous cohorts.

**Centre assessment grades (estimations) for learners must be submitted by 26 June 2020.**

**Mitigations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
601/4264/9	7139-13	Level 2 Certificate in Practical Cleaning Skills

**Which learners do the mitigation arrangements apply to?**

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 7.

**What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?**

<b>Outstanding assessments</b>	<b>Assessment component numbers</b>	<b>Calculated result based on centre estimation</b>	<b>Adaptation</b>	<b>Delay</b>	<b>No mitigation required</b>
Assessments	All		✓		

**What adaptations to assessments are permitted?****Centre marked assignment assessing practical skills**

Undertake an audit of evidence that exists for the learner (from units undertaken, mock/sample assessments) in relation to outstanding practical assessments, based on outstanding evidence a supplementary Q&A session should be undertaken with the learner to provide sufficient evidence for outstanding assessment elements.

**Mitigations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
501/2350/6	7517-02	Level 2 Certificate in Principles of Sustainable Resource Management

**Which learners do the mitigation arrangements apply to?**

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 7.

**What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?**

<b>Outstanding assessments</b>	<b>Assessment component numbers</b>	<b>Calculated result based on centre estimation</b>	<b>Adaptation</b>	<b>Delay</b>	<b>No mitigation required</b>
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	202 - 210		✓		
Assessments for applied knowledge and understanding. Centre marked assignment with majority research/project tasks.	301 - 309				✓
Assessments for occupational competency. Portfolio of evidence.	201		✓		



## What adaptations to assessments are permitted?

### Centre marked assignment or task assessing only knowledge and understanding

These can be taken remotely by candidates provided the centre has software or processes that maintain the security of the assessment materials, generates evidence that can be retained by the centre and authenticates that the responses are the candidates own.

Where this is not an option, centres can assess candidates via oral questioning. The test content can be used as a basis of this provided the security of the assessment materials is maintained.

- Where tests are multiple-choice questions, the multiple-choice questions can be rephrased into open questions.
- Where questions have images or tables, these can either be shared discretely from the test, alternative equivalent image sourced or the questions can be rephrased around the image.

Oral questioning/Q&A session must be carried out by an assessor who is occupationally competent and in a way that authenticates the responses are the candidates own. These will need to be recorded in written or verbal format and linked to the assessment criteria.

### Portfolio of evidence assessing competency

- Video link/recording – this option may be considered for various elements of the assessment process including communication with learners, witnesses, and employers. **It can also be used as an alternative to direct observation.** Where this option is used the following must apply:
  - The assessor must introduce all members of the call and their role and purpose for the call.
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  - The date and time must also be stated at the end of the recording.
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  - When being used as a tool for observation, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
  - The video needs to be clear and at a distance that the task is clearly visible, and an assessment decision can be made with confidence.
  - The video evidence must be accompanied by an assessment decision that demonstrates that the video evidence has been assessed and feedback given to the learner.
  - The video is of the actual work being carried out in real time and not a synopsis of the work done when completed (if being used as an observation).





- Audio link/recording - this option may be considered for various elements of the assessment process including, communication with learners, witnesses, and employers. Where this option is used the following must apply:
  - The assessor must introduce all members of the call and their role and purpose for the call.
  - The assessor must agree with all parties that they agree to being recorded, in line with individual privacy policies.
  - The date, time, location and purpose of the recording must be stated.
  - The date and time must also be stated at the end of the recording.
  - The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
  - When being used to capture a professional discussion, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
  - This method is not suitable for observations.

**Mitigations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
600/2937/7	7612-02	Level 1 Award in Waste and Recycling
600/2938/9	7612-03	Level 1 Certificate in Introduction to the Facilities Industry

**Which learners do the mitigation arrangements apply to?**

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 7.

**What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?**

<b>Outstanding assessments</b>	<b>Assessment component numbers</b>	<b>Calculated result based on centre estimation</b>	<b>Adaptation</b>	<b>Delay</b>	<b>No mitigation required</b>
Assessment tasks for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	All	✓			
Assessments for practical skills. Centre marked assignment with majority practical.	All	✓			



**Where calculated results based on centre assessment grades are permitted, what evidence should this be based on?**

- Any formative or practice exam/assessment results
- Participation and performance in skills-based activities
- Candidates percentage of attendance prior to centre closures
- Overall candidate performance and progress
- Classwork/homework
- Internal tutor assessment and progress data
- Any other records of candidate performance over the course of study
- Comparison with previous cohorts.

**Centre assessment grades (estimations) for learners must be submitted by 26 June 2020.**

**Mitigations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
500/9209/1	7648-01	Level 1 Certificate in Cleaning and Support Services Skills
500/8104/4	7648-02	Level 2 Certificate in Cleaning and Support Services Skills
500/9338/1	7648-03	Level 3 Diploma in Cleaning Supervision Skills

**Which learners do the mitigation arrangements apply to?**

These assessment arrangements are **ONLY** available to learners who meet the full criteria stated on page 7.

**What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?**

<b>Outstanding assessments</b>	<b>Assessment component numbers</b>	<b>Calculated result based on centre estimation</b>	<b>Adaptation</b>	<b>Delay</b>	<b>No mitigation required</b>
Assessments for occupational competency. Portfolio of evidence.	All		✓		

**What adaptations to assessments are permitted?****Portfolio of evidence assessing competency**

- Video link/recording – this option may be considered for various elements of the assessment process including communication with learners, witnesses, and employers. **It can also be used as an alternative to direct observation.** Where this option is used the following must apply:
  - The assessor must introduce all members of the call and their role and purpose for the call.
  - The assessor must agree with all parties that they agree to being recorded, in line with individual privacy policies.
  - The date, time, location and purpose of the recording must be stated.



- The date and time must also be stated at the end of the recording.
  - The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
  - When being used as a tool for observation, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
  - The video needs to be clear and at a distance that the task is clearly visible, and an assessment decision can be made with confidence.
  - The video evidence must be accompanied by an assessment decision that demonstrates that the video evidence has been assessed and feedback given to the learner.
  - The video is of the actual work being carried out in real time and not a synopsis of the work done when completed (if being used as an observation).
- Audio link/recording - this option may be considered for various elements of the assessment process including, communication with learners, witnesses, and employers. Where this option is used the following must apply:
    - The assessor must introduce all members of the call and their role and purpose for the call.
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    - The date and time must also be stated at the end of the recording.
    - The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
    - When being used to capture a professional discussion, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
    - This method is not suitable for observations.

**Mitigations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
500/5637/2	7695-02	Level 2 Certificate in Cleaning Principles
600/0648/1	7695-04	Level 2 Award in Cleaning Principles

**Which learners do the mitigation arrangements apply to?**

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 7.

**What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?**

<b>Outstanding assessments</b>	<b>Assessment component numbers</b>	<b>Calculated result based on centre estimation</b>	<b>Adaptation</b>	<b>Delay</b>	<b>No mitigation required</b>
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	201 / 202 / 203		✓		
Assessments for practical skills. Centre marked assignment with majority practical.	204 - 219	✓			

**Where calculated results based on centre assessment grades are permitted, what evidence should this be based on?**

- Any formative or practice exam/assessment results
- Participation and performance in skills-based activities
- Candidates percentage of attendance prior to centre closures
- Overall candidate performance and progress
- Classwork/homework
- Internal tutor assessment and progress data



- Any other records of candidate performance over the course of study
- Comparison with previous cohorts.

**Centre assessment grades (estimations) for learners must be submitted by 26 June 2020. This deadline does not apply to grades where an Adaptation is being utilised.**

## **What adaptations to assessments are permitted?**

### **Centre marked assignment or task assessing only knowledge and understanding**

These can be taken remotely by candidates provided the centre has software or processes that maintain the security of the assessment materials, generates evidence that can be retained by the centre and authenticates that the responses are the candidates own.

Where this is not an option, centres can assess candidates via oral questioning. The test content can be used as a basis of this provided the security of the assessment materials is maintained.

- Where tests are multiple-choice questions, the multiple-choice questions can be rephrased into open questions.
- Where questions have images or tables, these can either be shared discretely from the test, alternative equivalent image sourced or the questions can be rephrased around the image.

Oral questioning/Q&A session must be carried out by an assessor who is occupationally competent and in a way that authenticates the responses are the candidates own. These will need to be recorded in written or verbal format and linked to the assessment criteria.

**Mitigations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
600/0605/5	7724-03	Level 3 Certificate in Facilities Management Practice

**Which learners do the mitigation arrangements apply to?**

These assessment arrangements are **ONLY** available to learners who meet the full criteria stated on page 7.

**What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?**

<b>Outstanding assessments</b>	<b>Assessment component numbers</b>	<b>Calculated result based on centre estimation</b>	<b>Adaptation</b>	<b>Delay</b>	<b>No mitigation required</b>
Assessments for occupational competency. Portfolio of evidence.	All		✓		

**What adaptations to assessments are permitted?****Portfolio of evidence assessing competency**

- Video link/recording – this option may be considered for various elements of the assessment process including communication with learners, witnesses, and employers. **It can also be used as an alternative to direct observation.** Where this option is used the following must apply:
  - The assessor must introduce all members of the call and their role and purpose for the call.
  - The assessor must agree with all parties that they agree to being recorded, in line with individual privacy policies.
  - The date, time, location and purpose of the recording must be stated.
  - The date and time must also be stated at the end of the recording.
  - The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
  - When being used as a tool for observation, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.





- The video needs to be clear and at a distance that the task is clearly visible, and an assessment decision can be made with confidence.
- The video evidence must be accompanied by an assessment decision that demonstrates that the video evidence has been assessed and feedback given to the learner.
- The video is of the actual work being carried out in real time and not a synopsis of the work done when completed (if being used as an observation).
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  - The date and time must also be stated at the end of the recording.
  - The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
  - When being used to capture a professional discussion, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
  - This method is not suitable for observations.



## Mitigations for:

QAN	City & Guilds qualification number	City & Guilds qualification title
501/1053/6	7729-02	Level 2 Certificate in Local Environmental Services Skills

## Which learners do the mitigation arrangements apply to?

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 7.

## What mitigation arrangements are permitted for outstanding assessments if learners meet the criteria?

Outstanding assessments	Assessment component numbers	Calculated result based on centre estimation	Adaptation	Delay	No mitigation required
Assessments for occupational competency. Portfolio of evidence.	All		✓		

## What adaptations to assessments are permitted?

### Portfolio of evidence assessing competency

- Video link/recording – this option may be considered for various elements of the assessment process including communication with learners, witnesses, and employers. **It can also be used as an alternative to direct observation.** Where this option is used the following must apply:
  - The assessor must introduce all members of the call and their role and purpose for the call.
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  - The date, time, location and purpose of the recording must be stated.
  - The date and time must also be stated at the end of the recording.
  - The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
  - When being used as a tool for observation, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.

- The video needs to be clear and at a distance that the task is clearly visible, and an assessment decision can be made with confidence.
  - The video evidence must be accompanied by an assessment decision that demonstrates that the video evidence has been assessed and feedback given to the learner.
  - The video is of the actual work being carried out in real time and not a synopsis of the work done when completed (if being used as an observation).
- Audio link/recording - this option may be considered for various elements of the assessment process including, communication with learners, witnesses, and employers. Where this option is used the following must apply:
    - The assessor must introduce all members of the call and their role and purpose for the call.
    - The assessor must agree with all parties that they agree to being recorded, in line with individual privacy policies.
    - The date, time, location and purpose of the recording must be stated.
    - The date and time must also be stated at the end of the recording.
    - The assessor should have agreed a plan in advance of the call to ensure the outcomes are met.
    - When being used to capture a professional discussion, the assessor must be able to confidently validate and authenticate the evidence being provided to enable an assessment decision.
    - This method is not suitable for observations



## 6. Further advice and guidance

For all queries relating to this guidance and arrangements, contact the Customer Support Team at City & Guilds. Who are available Monday to Friday 8am to 6pm excluding UK public holidays.



[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

or

[general.enquiries@cityandguilds.com](mailto:general.enquiries@cityandguilds.com)



0844 543 0000

Related documents, Ofqual guidance and updates can be found on our website here  
<https://www.cityandguilds.com/covid-19>

## Appendix A

### List of qualifications where calculated results are permitted

QAN	City & Guilds qualification number	City & Guilds qualification title
600/8580/0	7139-01	City & Guilds Entry Level Award in Practical Cleaning Skills (Prepare and clean stairs and landings) (Entry 3)
600/5236/3	7139-01	City & Guilds Entry Level Award in Practical Cleaning Skills (Clean and maintain washrooms) (Entry 3)
600/5235/1	7139-01	City & Guilds Entry Level Award in Practical Cleaning Skills (Prepare, Dry Sweep and Damp Mop Floor surfaces) (Entry 3)
600/5233/8	7139-01	City & Guilds Entry Level Award in Practical Cleaning Skills (Prepare and clean furniture fixtures and fittings) (Entry 3)
600/5237/5	7139-01	City & Guilds Entry Level Award in Practical Cleaning Skills (Prepare and suction clean floor surfaces) (Entry 3)
600/5219/3	7139-01	City & Guilds Entry Level Award in Practical Cleaning Skills (Prepare and clean interior walls and windows) (Entry 3)
601/0766/2	7139-02	City & Guilds Level 1 Award in Practical Cleaning Skills (Prepare to work in the cleaning industry)
600/8582/4	7139-02	City & Guilds Level 1 Award in Practical Cleaning Skills (Prepare and clean a food area and appliances)
600/5234/X	7139-02	City & Guilds Level 1 Award in Practical Cleaning Skills (Prepare and clean hard floor surfaces using machinery)
600/5218/1	7139-02	City & Guilds Level 1 Award in Practical Cleaning Skills (Prepare, spray clean and buff floor surfaces)
600/5443/8	7139-02	City & Guilds Level 1 Award in Practical Cleaning Skills (Clean and dispose of bodily fluids, spillages and hazardous items)
600/8305/0	7139-02	City & Guilds Level 1 Award in Practical Cleaning Skills (Prepare and clean refuse chutes)
600/8581/2	7139-02	City & Guilds Level 1 Award in Practical Cleaning Skills (Prepare, clean and service guestrooms and public areas)
601/4239/X	7139-10	City & Guilds Entry Level Award in Practical Cleaning Skills (Entry 3)
601/4263/7	7139-12	City & Guilds Level 1 Certificate in Practical Cleaning Skills



600/2937/7	7612-02	City & Guilds Level 1 Award in Waste and Recycling
600/2938/9	7612-03	City & Guilds Level 1 Certificate in Introduction to the Facilities Industry

## Appendix B

### List of qualifications where adaptation of assessments is permitted

QAN	City & Guilds qualification number	City & Guilds qualification title
600/0646/8	0746-20	City & Guilds Level 2 Certificate for Sustainable Waste Management Operative
600/1192/0	4401-21	City & Guilds Level 2 Certificate in Property (Sale of Residential Property)
600/1194/4	4401-22	City & Guilds Level 2 Certificate in Property (Residential Property Letting and Management)
600/1193/2	4401-31	City & Guilds Level 3 Diploma in Property (Sale of Residential Property)
600/1198/1	4401-32	City & Guilds Level 3 Diploma in Property (Residential Property Letting and Management)
600/5476/1	4429-21	City & Guilds Level 2 Certificate in Facilities Services
600/5477/3	4429-22	City & Guilds Level 2 Certificate in Facilities Services Principles
500/9140/2	6207-02	City & Guilds Level 2 NVQ Certificate in Housing
500/6690/0	6207-03	City & Guilds Level 3 NVQ Certificate in Housing
600/5739/7	6361-01	City & Guilds Level 3 Certificate in Domestic Energy Assessment
601/3010/6	6361-08	City & Guilds Level 4 Diploma in Non-Domestic Energy Assessment
601/4264/9	7139-13	City & Guilds Level 2 Certificate in Practical Cleaning Skills
501/2350/6	7517-02	City & Guilds Level 2 Certificate in Principles of Sustainable Resource Management
500/9209/1	7648-01	City & Guilds Level 1 Certificate in Cleaning and Support Services skills
500/8104/4	7648-02	City & Guilds Level 2 Certificate in Cleaning and Support Services Skills



500/9338/1	7648-03	City & Guilds Level 3 Diploma in Cleaning Supervision Skills
500/5637/2	7695-02*	City & Guilds Level 2 Certificate in Cleaning Principles
600/0648/1	7695-04*	City & Guilds Level 2 Award in Cleaning Principles
600/0605/5	7724-03	City & Guilds Level 3 Certificate in Facilities Management Practice
501/1053/6	7729-02	City & Guilds Level 2 Certificate in Local Environmental Services Skills

## Appendix C

### List of qualifications where no mitigation is required

QAN	City & Guilds qualification number	City & Guilds qualification title
600/1486/6	6281-01	City & Guilds Level 3 Award in Energy Awareness
601/2563/9	6281-16	City & Guilds Level 2 Award in Fuel Debt Advice in the Community

## Appendix D

### List of qualifications where assessments will be delayed

QAN	City & Guilds qualification number	City & Guilds qualification title
600/6934/X	6725-01	City & Guilds Level 2 Award in Residential Sales
601/4262/5	7139-11	City & Guilds Level 1 Award in Practical Cleaning Skills
500/9760/X	7648-01	City & Guilds Level 1 Award in Cleaning and Support Services Skills

Every effort has been made to ensure that the information contained in this publication is true and correct at time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time.

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