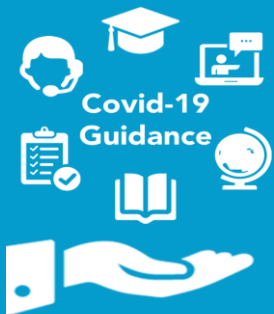


Assessment mitigation centre guidance for NVQs & VRQs in relation to Covid-19 disruption, Summer 2020

Manufacturing





| Version | Amendment type | Section/Qualification |
|-----------------|---|---|
| 1.2 (May 2020) | Change of mitigation from Calculated to solely Adaptation for some assessment components and updated supporting guidance. | 5405 / 5780 |
| 1.3 (June 2020) | Removed max quantity of assessments permitted for an Adaptation | 0194 |
| | Change of permitted mitigation for some e-volve assessed components to Calculation and removed permitted Adaptations | 0610, 5405, 5780 |
| | Template guidance sections amended (Sections 2, 4 & 5; Section 6 removed) | Sections 2, 4 & 5 Section 6 removed. |
| 1.4 (June 2020) | Level 3 assessments added | 0610-30 to 32 |
| 1.5 (June 2020) | Permitted mitigation for practical tasks amended | 5938-01 |



Contents

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.

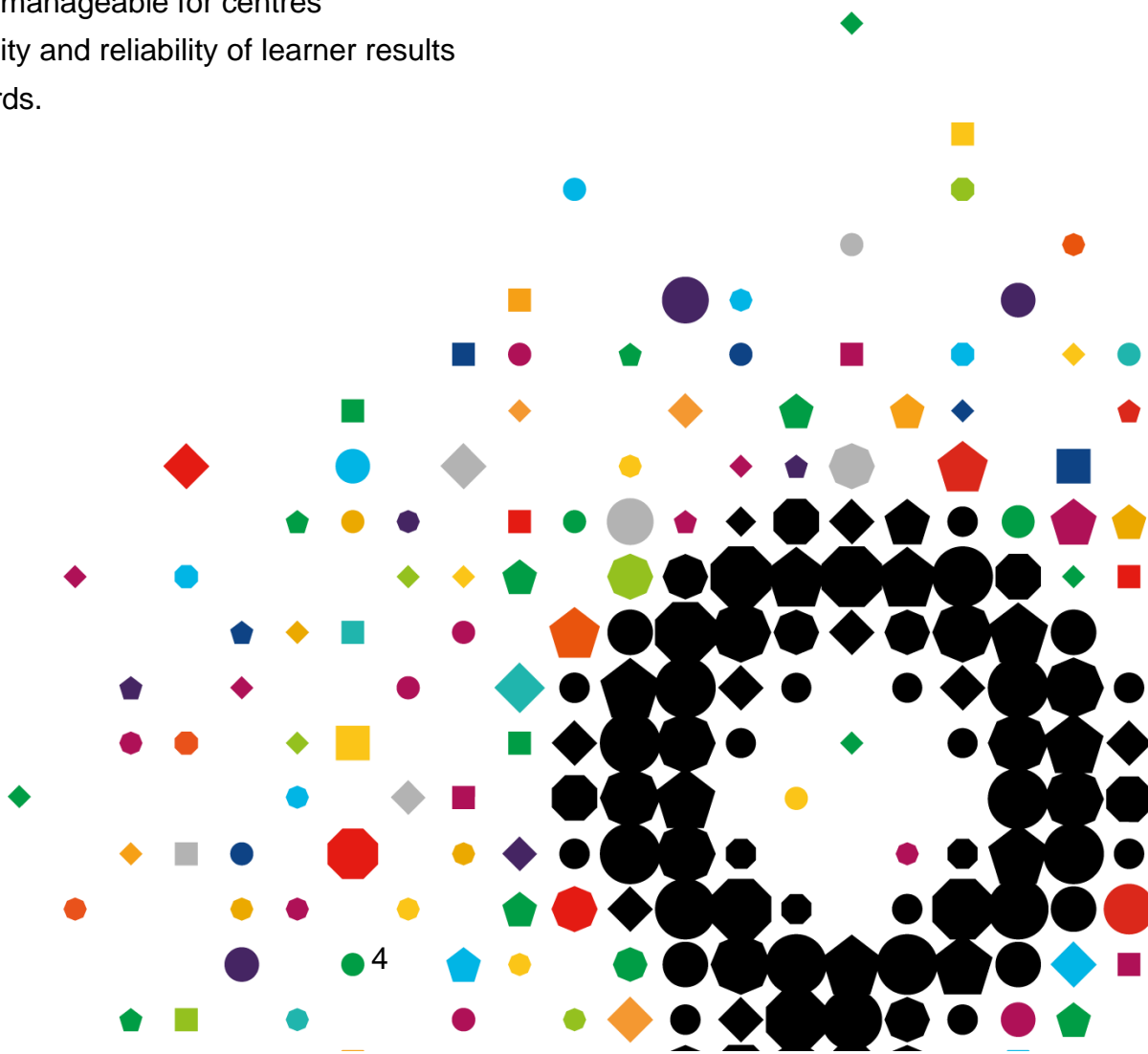
The qualifications in this sector serve a number of purposes, such as progression to further study, signalling occupational competence, or are linked to occupational regulation, such as licence to practice and as such they vary in their assessment approaches and therefore their assessment and mitigation 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 20th March 2020
- Were scheduled to complete their qualification/assessments by 31st 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).

Simulation

The use of simulation to assess activities that would typically have occurred in a certain (e.g. real work) environment.

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 |
|------------|---|---|
| 600/3741/6 | 0194-21 | Level 2 Certificate in Improving Business Performance |

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 knowledge and/or understanding alone. | 201 - 204 | | ✓ | | |
| Centre marked assignment/test with little or no practical. | 202 Task B 204 Task C | | ✓ | | |

What adaptations to assessments are permitted?**Centre marked task assessing only knowledge and understanding (tests)**

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.

Centre marked assignment/task assessing applied knowledge (research tasks)

Undertake an audit of evidence that exists for the learner (from units undertaken, mock/sample assessments) in relation to outstanding assessments, based on outstanding evidence – select adaptation that is most appropriate for individual candidate.

1. Expert witness testimony is collated for evidence of outstanding assessment elements.
2. Where EWT is unable to provide sufficient evidence for outstanding assessment elements, a supplementary professional discussion/Q&A sessions should be undertaken with the candidate.

Mitigations for:

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|---|--|
| 600/0820/9 | 0610-20/21/22 | Level 2 Diploma in Process Technology |
| 600/1066/6 | 0610-30/31/32 | Level 3 Diploma in Process Technology |

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 knowledge and/or understanding alone. Centre marked assignment/test with little or no practical. | 203 / 205 / 206 / 207 / 208 / 211 / 212 / 223 / 224 301 / 303 – 305 / 311 / 312 / 320 | | ✓ | | |
| Assessments for knowledge and understanding alone. Externally marked e-volve test. | 201 / 202 | ✓ | | | |
| Assessments for practical skills. Centre marked assignment with majority practical. | 204 / 302 | | ✓ | | |
| Centre devised assessments | 209 / 210 / 215 / 219 / 222 / 306 – | | | | ✓ |

| | | | | | |
|--|--------------------------------------|--|--|--|--|
| | 310 / 313 – 319 / 321 – 327 / 332 | | | | |
|--|--------------------------------------|--|--|--|--|

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.

Centre marked assignment assessing practical skills

Undertake an audit of evidence that exists for the learner in relation to outstanding practical assessments. Below are some examples of the type of evidence that may be used, please note – this list is not exhaustive.

- Any formative or mock exam/assessment results
- Participation and performance in skills-based activities (eg health and safety)
- 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 or from the workplace
- Comparison with previous cohorts.

Based on outstanding evidence a supplementary Q&A session should be undertaken with the learner to provide sufficient evidence for outstanding assessment elements.

Centre devised assessments

These can be review/amended as per the standard centre devised assessment process.

Mitigations for:

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|------------------------------------|---|
| 501/1638/1 | 1285-22 | Level 2 Diploma for Proficiency in Baking Industry 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. | 001 - 020 | | ✓ | | |

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.
 - 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 |
|------------|------------------------------------|---|
| 600/3978/4 | 1288-22 | Level 2 Diploma for Proficiency in Fish and Shellfish Industry 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).
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 - 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 |
|------------|---|--|
| 600/2126/3 | 5400-20 | Level 2 NVQ Certificate in Pre-Press for Print |
| 600/2125/1 | 5400-21 | Level 2 NVQ Certificate in Machine Printing |
| 600/2127/5 | 5400-25 | Level 2 NVQ Certificate in Print Finishing |
| 600/2128/7 | 5400-30 | Level 3 NVQ Diploma in Digital Pre-Press for Print |
| 600/2130/5 | 5400-32 | Level 3 NVQ Diploma in Machine Printing |
| 600/2129/9 | 5400-37 | Level 3 NVQ Certificate in Print Finishing |

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.
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 - 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:**

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|---|--|
| 600/1931/1 | 5405-30 | Level 3 Certificate in Printing and Graphic Communications |

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 knowledge and/or understanding alone. Centre marked assignment/test with little or no practical. | 302 - 312 | | ✓ | | |
| Assessments for knowledge and understanding alone. Externally marked e-volve test. | 201 | ✓ | | | |

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 task assessing only knowledge and understanding (tests)

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:

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|---|---|
| 600/1974/8 | 5780-01 | Level 1 Certificate in Furniture Making and Furnishings |

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 knowledge and understanding alone. Externally marked e-volve test. | 105 / 210 | ✓ | | | |
| Assessments for practical skills. Centre marked assignment with majority practical. | Remaining assessments | ✓ | | | |

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:

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|---|---|
| 600/3228/5 | 5780-20 | Level 2 Diploma in Furniture Making |
| 600/3193/1 | 5780-21 | Level 2 Diploma in Furnishings - Traditional Upholstery |
| 600/3194/3 | 5780-21 | Level 2 Diploma in Furnishings – Upholstery |
| 600/1976/1 | 5780-22 | Level 2 Diploma in Wood Machining |
| 600/1978/5 | 5780-30 | Level 3 Diploma in Furniture Design and Making |
| 600/3198/0 | 5780-31 | Level 3 Diploma in Furnishings - Modern Upholstery |
| 600/1977/3 | 5780-33 | Level 3 Diploma in Furniture Installation |

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 knowledge and understanding alone. Externally marked e-volve test. | 210 | ✓ | | | |

| | | | | | |
|--|------------------------------------|--|---|--|--|
| Assessments for practical skills. Centre marked assignment with majority practical. | 201 - 209 / 211 – 232 301 - 322 | | ✓ | | |
|--|------------------------------------|--|---|--|--|

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 assessing practical skills

Undertake an audit of evidence that exists for the learner in relation to outstanding practical assessments. Below are some examples of the type of evidence that may be used, please note – this list is not exhaustive.

- Any formative or mock exam/assessment results
- Participation and performance in skills-based activities (eg health and safety)
- 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 or from the workplace
- Comparison with previous cohorts.

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:**

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|---|--|
| 500/8463/X | 5782-12 | Level 2 NVQ Diploma in Fitted Furniture and Interiors |
| 500/8543/8 | 5782-19 | Level 2 NVQ Diploma in Furniture Making |
| 500/8982/1 | 5782-30 | Level 3 NVQ Diploma in Furniture Making |
| 500/9662/X | 5782-36 | Level 3 NVQ Diploma in Fitted Furniture and Interiors |
| 500/9662/X | 5782-37 | Level 3 NVQ Diploma in Fitted Furniture and Interiors |
| 500/9995/4 | 5782-40 | Level 3 NVQ Diploma in Upholstery and Soft Furnishings |

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:
 - 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:

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|---|--|
| 601/3036/2 | 5938-01 | Level 2 Certificate in Manufacturing Practices |

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 |
|--|-------------------------------------|---|-------------------|--------------|-------------------------------|
| Assessment for applied knowledge and/or understanding alone. Research task | 201 | | | | ✓ |
| Assessment tasks for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical. | 202 - 206 | | ✓ | | |
| Assessment tasks for practical skills. Centre marked assignment with majority practical. | 202 - 206 | | ✓ | | |



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.

Practical tasks

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).

Mitigations for:

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|------------------------------------|--|
| 500/7473/8 | 7576-02 | Level 2 NVQ Diploma in Business-Improvement Techniques |
| 501/0600/4 | 7576-03 | Level 3 NVQ Diploma in Business Improvement Techniques |

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:
 - 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:

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|---|--|
| 501/2239/3 | 7585-01 | Level 1 NVQ Diploma in Performing Manufacturing Operations |
| 501/1313/6 | 7585-02 | Level 2 NVQ Diploma in Performing Manufacturing Operations |

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:
 - 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

or

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 |
|------------|------------------------------------|---|
| 600/1974/8 | 5780-01 | City & Guilds Level 1 Certificate in Furniture Making and Furnishings |

Appendix B

List of qualifications where adaptation of assessments is permitted

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|------------------------------------|--|
| 600/3741/6 | 0194-21 | City & Guilds Level 2 Certificate in Improving Business Performance |
| 600/0820/9 | 0610-20* | City & Guilds Level 2 Diploma in Process Technology |
| 600/1066/6 | 0610-30* | City & Guilds Level 3 Diploma in Process Technology |
| 501/1638/1 | 1285-22 | City & Guilds Level 2 Diploma for Proficiency in Baking Industry Skills |
| 600/2126/3 | 5400-20 | City & Guilds Level 2 NVQ Certificate in Pre-Press for Print |
| 600/2125/1 | 5400-21 | City & Guilds Level 2 NVQ Certificate in Machine Printing |
| 600/2127/5 | 5400-25 | City & Guilds Level 2 NVQ Certificate in Print Finishing |
| 600/2128/7 | 5400-30 | City & Guilds Level 3 NVQ Diploma in Digital Pre-Press for Print |
| 600/2130/5 | 5400-32 | City & Guilds Level 3 NVQ Diploma in Machine Printing |
| 600/2129/9 | 5400-37 | City & Guilds Level 3 NVQ Certificate in Print Finishing |
| 600/1931/1 | 5405-30* | City & Guilds Level 3 Certificate in Printing and Graphic Communications |
| 600/3228/5 | 5780-20* | City & Guilds Level 2 Diploma in Furniture Making |



| | | |
|------------|----------|--|
| 600/3193/1 | 5780-21* | City & Guilds Level 2 Diploma in Furnishings - Traditional Upholstery |
| 600/3194/3 | 5780-21* | City & Guilds Level 2 Diploma in Furnishings - Upholstery |
| 600/1976/1 | 5780-22* | City & Guilds Level 2 Diploma in Wood Machining |
| 600/1978/5 | 5780-30* | City & Guilds Level 3 Diploma in Furniture Design and Making |
| 600/3198/0 | 5780-31* | City & Guilds Level 3 Diploma in Furnishings - Modern Upholstery |
| 600/1977/3 | 5780-33* | City & Guilds Level 3 Diploma in Furniture Installation |
| 500/8463/X | 5782-12 | City & Guilds Level 2 NVQ Diploma in Fitted Furniture and Interiors |
| 500/8543/8 | 5782-19 | City & Guilds Level 2 NVQ Diploma in Furniture Making |
| 500/8982/1 | 5782-30 | City & Guilds Level 3 NVQ Diploma in Furniture Making |
| 500/9662/X | 5782-36 | City & Guilds Level 3 NVQ Diploma in Fitted Furniture and Interiors |
| 500/9662/X | 5782-37 | City & Guilds Level 3 NVQ Diploma in Fitted Furniture and Interiors |
| 500/9995/4 | 5782-40 | City & Guilds Level 3 NVQ Diploma in Upholstery and Soft Furnishings |
| 601/3036/2 | 5938-01* | City & Guilds Level 2 Certificate in Manufacturing Practices |
| 600/5114/0 | 5938-01* | City & Guilds Level 2 Certificate in Manufacturing Practices |
| 500/7473/8 | 7576-02 | City & Guilds Level 2 NVQ Diploma in Business-Improvement Techniques |
| 501/0600/4 | 7576-03 | City & Guilds Level 3 NVQ Diploma in Business Improvement Techniques |
| 501/2239/3 | 7585-01 | City & Guilds Level 1 NVQ Diploma in Performing Manufacturing Operations |
| 501/1313/6 | 7585-02 | City & Guilds Level 2 NVQ Diploma in Performing Manufacturing Operations |



Appendix C

List of qualifications where no mitigation is required

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|---|--|
| n/a | n/a | n/a |

Appendix D

List of qualifications where assessments will be delayed

| QAN | City & Guilds qualification number | City & Guilds qualification title |
|------------|---|--|
| 600/1930/X | 5405-20 | City & Guilds Level 2 Award in Printing and Graphic Communications |

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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Giltspur House 5-6 Giltspur Street London EC1A 9DE

T +44 (0)20 7294 2468

F +44 (0)20 7294 2400

cityandguilds.com

