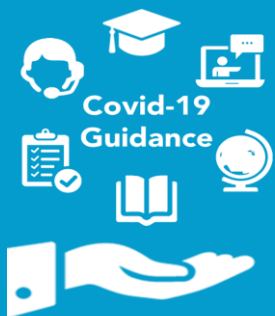


# Assessment mitigation centre guidance for NVQs & VRQs in relation to Covid-19 disruption, Summer 2020

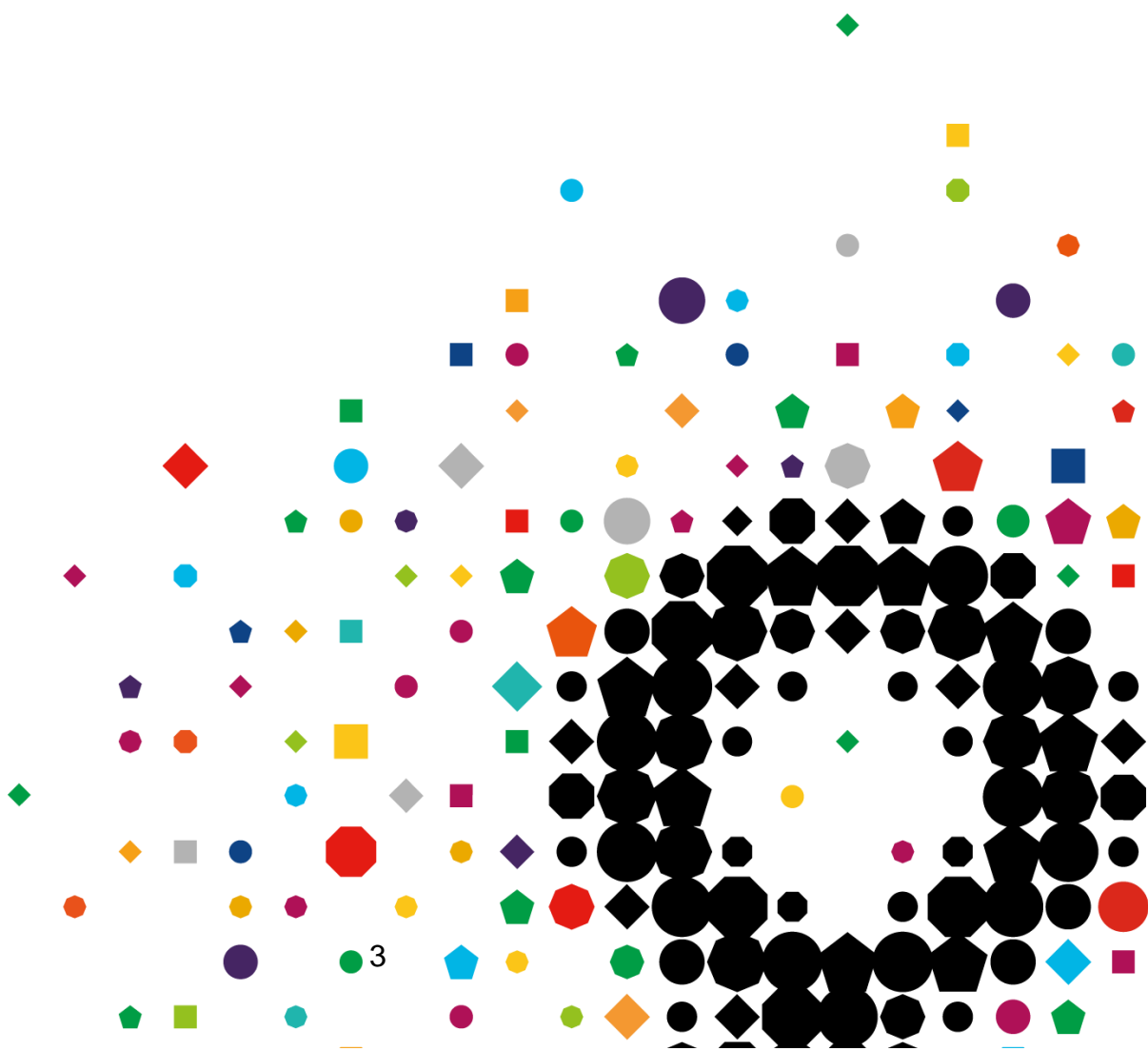
## Security





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## 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.

#### Reflective accounts/statements

The use of reflective accounts or statements that learners can provide to detail activities previously undertaken. The specific guidance will state where retrospective reflection is permitted. 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.





**Adaptations for:**

<b>QAN</b>	<b>City &amp; Guilds qualification number</b>	<b>City &amp; Guilds qualification title</b>
601/6114/0	2950-02	City & Guilds Level 2 Award In Parking Enforcement - Civil Enforcement Officers (VRQ)

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

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 4.

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

<b>City &amp; Guilds Level 2 Award in Parking Enforcement - Civil Enforcement Officers (VRQ) (2950-02)</b>					
<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	211		✓		
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	206, 207, 209, 210		✓		

**What adaptations to assessments are permitted?**

**Assessments for occupational competency - portfolio of evidence**

As part of the review of outstanding evidence, assessors should make best use of existing evidence to capitalise opportunities for holistic assessor judgement and robust, reliable cross-referencing of evidence, ensuring compliance with individual unit aims and contexts.

Where there has been assessor observation across the other competence based mandatory units, then the use of expert witness testimony is permitted. In these circumstances the expert witness



testimony may describe an event which is retrospective as long as the event took place during the candidate's registration period

ALL LEARNERS would need to have been observed by their assessor before they can be certificated. In all cases, the expectation is that ALL Assessment Criteria should be referenced to evidence which has been assessed and that performance evidence is used for competence assessment criteria. Where a small number assessment criteria do not have performance evidence as expected – then alternative methods eg Q&A, Professional Discussion and reflective accounts may be used to fill the gaps.

For learners expecting to complete after 31 July 2020 then advice is to continue to work with their assessors to plan activities, which they can complete, and to prioritise the use of EWT where this is available.

### **Assessments for knowledge and/or understanding alone – externally set, internally marked multiple-choice question papers**

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.



## Adaptations for:

QAN	City & Guilds qualification number	City & Guilds qualification title
500/6209/8	1853-02	City & Guilds Level 2 Certificate in Knowledge of Electronic Security and Emergency Systems

## Which learners do the mitigation arrangements apply to?

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 4.

## 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 Evolve test	001-006	✓			
Assessments for knowledge and/or understanding alone. Centre marked assignment/test with little or no practical.	101, 102, 103, 104, 106		✓		

## What adaptations to assessments are permitted?

### Centre marked assignment assessing knowledge and understanding

1. Assignment is delivered remotely
2. If not all elements can be successfully delivered remotely, centre conduct additional professional discussion/Q&A to support any outstanding evidence.
3. If assignment cannot be delivered remotely, centre assess outstanding elements through professional discussion/Q&A.



**Where calculated results based on centre assessment grades are permitted, evidence should 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 within the submission window for calculated approach for VRQs.**

**Adaptations for:**

QAN	City & Guilds qualification number	City & Guilds qualification title
500/9798/2	1853-03	City & Guilds Level 3 Diploma in Electronic, security and emergency systems

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

These assessment arrangements are ONLY available to learners who meet the full criteria stated on page 4.

**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 Evolve test	009-010	✓			



Assessments for knowledge and understanding alone. Externally marked paper-based exam	011-016	✓			
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**Where calculated results based on centre assessment grades are permitted, evidence should 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 within the submission window for calculated approach for VRQs.**

## 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.



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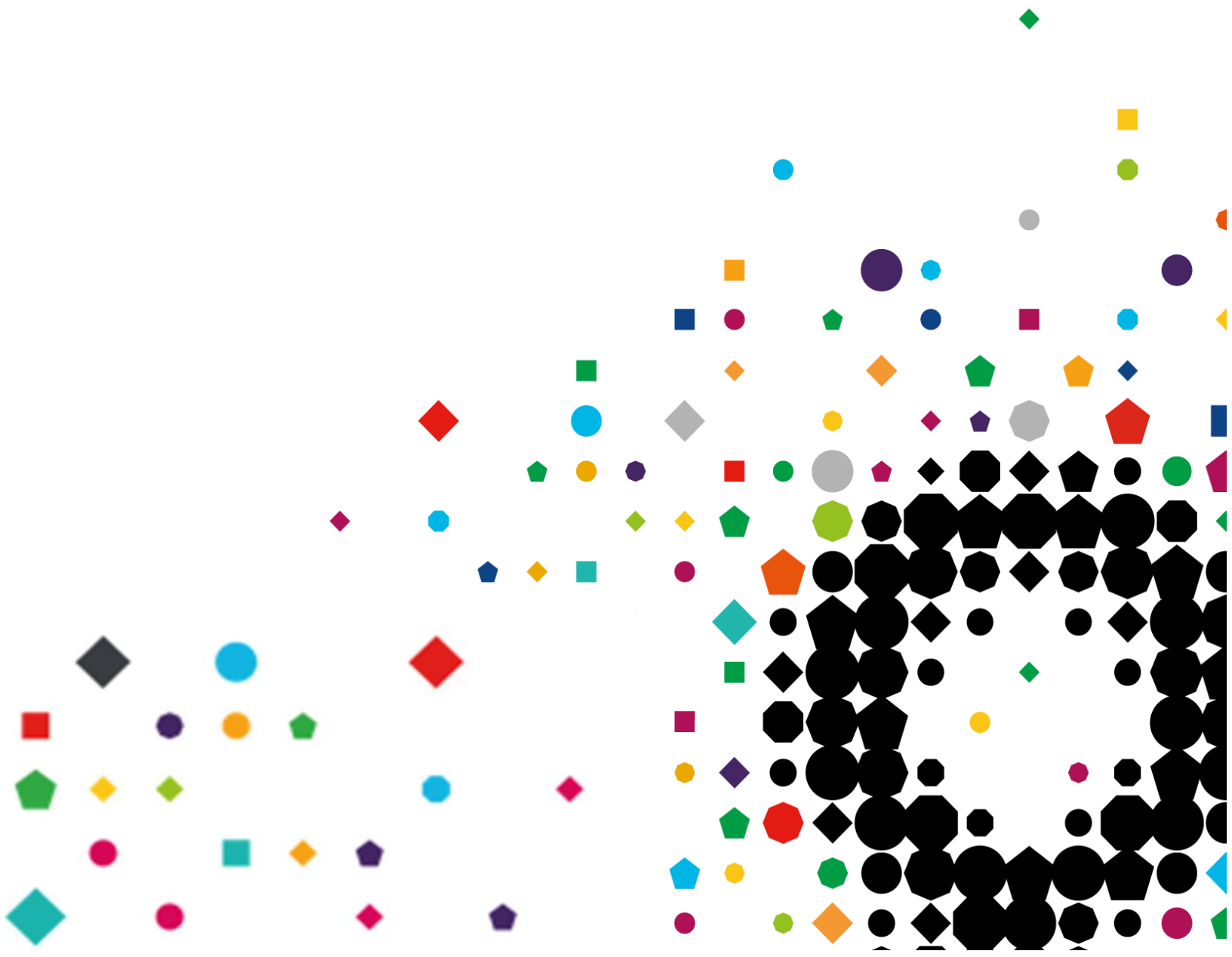
or

[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
500/9798/2	1853-03	City & Guilds Level 3 Diploma in Electronic, security and emergency systems

## Appendix B

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

QAN	City & Guilds qualification number	City & Guilds qualification title
500/6209/8	1853-02	City & Guilds Level 2 Certificate in Knowledge of Electronic Security and Emergency Systems
601/6114/0	2950-02	City & Guilds Level 2 Award In Parking Enforcement - Civil Enforcement Officers (VRQ)

## 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
501/0032/4	2882-02	City & Guilds Level 2 NVQ Certificate in Providing Electronic Security and Emergency Systems
501/0837/2	2882-03	City & Guilds Level 3 NVQ Diploma in Providing Electronic Security and Emergency Systems

The totality of units within the 2882-02/2882-03 qualifications under the defined rules of combination (RoC) necessitate occupational competence to be derived from the workplace activity as the primary source of assessment evidence.

Direct assessor observation in the workplace is a key constituent of the assessment strategy for this award. Reliance solely on reflective accounts and witness testimony do not adequately replace this method of assessment in its entirety. Further, the award is involved with high risk electrical and safety skills that must be effectively validated to ensure reliability of demonstrated competence at the defined level.

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