

Remote assessment centre guide

Quality Assurance Standards

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For external use

Version control

This is version 1.0 of the City & Guilds Remote Assessment Centre Guide. It is the centre's responsibility to ensure that all staff involved in the provision of City & Guilds / ILM qualifications and/or assessments familiarise themselves with this version of the document.

This document is subject to revision and maintained electronically. Electronic copies are version controlled. Printed copies are not subject to this control.

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1 Introduction

Remote assessment is where an assessor is examining a learner, or reviewing a supervised recording of them, from a different location to that of the learner. Remote assessment does not cover the independent completion of tasks or generation of evidence by a learner, without the direct observation by an assessor.

This document presents the conditions to support the valid, secure remote assessment of our qualifications by centres. It only applies to internally marked assessment. Please refer to our [Remote Invigilation Service Centre guide](#) for information on exams.

1.1 Remote assessments

Some internal assessments may be delivered remotely, provided centres can do so safely and securely and within the relevant level of control.

The following assessment types are eligible for remote assessment (unless prohibited in the relevant qualification and/or assessment material):

- live practical assessments where the learners are observed and assessed at the same time and not afterwards
- live knowledge assessments where learners are supervised such as centre marked questions and knowledge tasks within an assignment.

Where assessments are undertaken remotely, all assessment requirements (as specified in the relevant qualification and assessment material) must be met, to maintain their validity, reliability, and security. This includes the specified level of control and all assessor and internal quality assurance requirements.

1.2 Remote assessment control level

All remote assessments must be supervised.

Centres must ensure learners are prepared for the assessment and have access to all the equipment specified in the assessment materials before any assessment takes place. If they do not have access to the relevant equipment, they cannot take the assessment.

2 Types of assessment

This section deals with the requirements for the specific types of internal assessment that can be delivered remotely. Failure to adhere to these requirements would constitute malpractice. The assessment types eligible for supervised remote assessment are listed below.

Assessment type
Centre marked tests written response questions / tests
Centre marked onscreen multiple-choice tests
Practical assessments / tasks
Oral assessments or professional discussions

2.1 Centre marked written-response questions/tests

The centre must have technology and processes that maintain the security of the assessment materials, generate evidence that can be retained by the centre and authenticate that the responses are the learner's own.

The published mark schemes/marketing guidance and grade boundaries must be used to mark the assessment and determine the final grade.

Centre-marked question tests can be carried out in a group online call provided the security of assessment is maintained and authentication of evidence is possible. However, learner responses must still be written and cannot be given orally. Learners' written or typed responses must be sent to the assessor when they have finished and before they leave the online call. Assessors must observe no more than eight learners on the online call to ensure that robust, secure assessment and authentication is feasible.

The use of mobile phones, texts, and email sharing of answers between the group is prohibited and would count as potential malpractice.

2.2 Centre marked onscreen multiple-choice tests

The centre must have technology and processes that maintain the security of the assessment materials, generate evidence that can be retained by the centre and authenticate that the responses are the learner's own. Oral questioning is **not** permitted for multiple-choice tests.

2.3 Practical assessments / tasks

Remote live assessment (where the learners are observed and assessed at the same time and not afterwards) is permitted for practical skill observations as an alternative to in-person observation.

A member of staff must be present with the learner during the practical skills observation, for safety and to assist the assessor on areas of clarification or where the assessor needs to see a close-up image.

Consent must be sought and retained from clients/customers and employers prior to remote assessment taking place.

Assessors must complete the relevant assessment documentation as they would in person. We would advise that practical assessments that are assessed remotely are recorded by the assessor. This will provide robust evidence to support assessment judgements and for subsequent external quality assurance activities.

2.5 Oral assessments or professional discussions

Oral assessments or professional discussions must be conducted via video-conferencing (or similar) technology platforms.

If carrying out a professional discussion, the themes or criteria being covered by the professional discussion should be shared with the learner in advance.

3 General conditions for remote assessment

Where remote assessment is permitted, the conditions in this section must be met, unless explicitly stated otherwise in the relevant sector guides, or qualification handbooks and/or assessment materials.

Assessments can be completed at the learners' workplace or home with consent, dependent on them meeting the minimum technical and equipment requirements, and in line with health and safety measures.

Supervision should be completed by the tutor/assessor where possible. If not, the person supervising must be familiar with the conditions for the assessment. It is the responsibility of the centre to ensure that the person supervising is appropriately trained in their duties and familiar with the conditions of the assessment to be supervised remotely. This should not be a relative of the learner, or anyone with a specific interest in the outcome of the assessment.

3.1 Security of assessment materials

When assessments are taken remotely, centres must ensure that the security of any assessment materials is maintained when providing access to them for learners. Centres should continue to use their own secure internal systems to administer assessments that allow them to manage learners' ability to access assessment materials. These must reflect any restrictions specified in the relevant assessment materials.

Centres must ensure that assessment materials are made available to candidates via secure internal centre systems and are not sent via email or shared in any form (including social media) that will allow learners to copy, download, print, share or save them locally.

3.2 Assessor responsibilities (supervised assessments)

3.2.1 Before the assessment

Before the assessment, centres must ensure learners:

- have all required equipment/materials ready and available,
- have a suitable location for the assessment, that allows them to meet the requirements of the assessment, without interruptions,
- are aware of the assessment conditions and the consequences of not meeting them, including specified or recommended assessment durations
- have written consent from any other participants in the assessment (e.g. clients or customers).

3.2.2 Starting assessments

At the start of assessments, assessors must:

- verify learner identities, using photographic ID and record this on their assessment paperwork. Learners must be made aware in advance they will be asked to show some form of photo identification to verify their identity at the start of their assessment.
- check learners do not have access to any unauthorised materials, including on the walls,
- ask learners to confirm they are alone (unless where authorised due to approved access arrangements) and will not be interrupted during the assessment,
- ensure that the assessment can be undertaken safely and securely
- ensure learners understand the conditions of the assessment.

3.2.3 During the assessment

During the assessment, assessors must:

- supervise learners continuously throughout the assessment,
- pause the assessment if there are any issues with the video and/or sound, until these can be remedied.
- pause the assessment if they see risks to health and safety, until these can be remedied
- ask for clarification if anything is not clear or cannot be seen,
- report any potential instances of learner malpractice.

Where issues listed above cannot be remedied the assessment must be stopped, will be considered invalid and must be rescheduled.

3.2.4 End of the assessment

At the end of the assessment, the assessor must:

- confirm the end of the assessment,
- ensure that learner work has been saved and retained securely on the centre's technology platform
- save all assessor notes

3.3 Additional requirements for observations

Where this can be permitted as an alternative to in-person observation, the following requirements must be met. The assessor must:

- agree a plan for the remote observation, in advance of the call to ensure the outcomes are met,
- be able to confidently validate and authenticate the evidence being provided to enable an assessment decision,
- ensure that, where the assessment is being recorded, the video and sound is clear and at a distance that the task is clearly visible, and an assessment decision can be made with confidence,
- ensure that any video evidence is accompanied by an assessment decision that demonstrates that the video evidence has been assessed and feedback given to the learner,
- ensure any video evidence 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),

3.4 Recording remote assessments

It is advisable for centres to record remote assessments where possible. The following important information must be included in the recording by the assessor or member of staff supervising

- centre name and number,
- name of the assessor,
- assessment name and number,
- name and enrolment number(s) of the learner(s) being assessed,
- location of the participants e.g. workplace or home – avoiding any specific details e.g. address,
- the date of the assessment, the time it begins, and the time it ends.

When recording an assessment, the assessor must agree with all parties that they agree to being recorded, in line with individual privacy policies.

Assessors should also consider the specific elements of the assessment that should be captured by the recording.

If remote assessments are not recorded, assessor records must clearly indicate how the validity and security of assessments were maintained in addition to how the requirements of the qualification were met.

3.5 Online meeting security

Where online meeting technology is used for remote assessment, the centre must consider the following:

- If the technology operates locked meetings, a password should be set and shared with the learners in advance
- Reviewing the security and privacy policy for the chosen technology
- Checking for any security issues or technical issues that may affect your selected technology
- If opting to record meetings for internal quality audit purposes, ensure that they can be securely stored
- After the assessment has finished, the assessor is responsible for ending the meeting.

3.6 Remote external quality assurance

Remote assessments administered via online meetings will be subject to external quality assurance.

In these instances, City & Guilds associates will observe the assessment by attending the online meeting. They may provide verbal feedback following the assessment and will provide a written report of the outcomes.

Our Quality Delivery team will arrange remote quality assurance activities in the same way as normal, and you will need to provide secure access to whatever system you are using, to allow them to attend. The access provided should allow for random sampling to be undertaken on the day of the EQA activity.

4 Suspected malpractice and maladministration

City & Guilds is committed to providing high-quality qualifications which are assessed and awarded consistently, accurately and fairly. To this end we require everyone that is involved in the implementation, assessment and quality assurance of our qualifications and/or assessments to demonstrate honesty and integrity.

4.1 Responsibility to report malpractice

Centre staff who discover or suspect assessment maladministration or malpractice must immediately report this to the Head of Centre. Head of Centres are required to notify the City & Guilds Investigation & Compliance team and follow the guidance provided in the City & Guilds *Managing cases of suspected malpractice in examinations and assessments* document.

City & Guilds will consider learner work submitted for assessment electronically via an e-portfolio or by any other electronic means as having been declared as authentic by the learner.

4.2 Suspected learner malpractice

In cases of suspected learner malpractice, assessors/tutors will warn the learner(s) that this will be reported to and investigated by City & Guilds, and this may lead to the result(s) for the assessment being invalidated and a learner penalty being applied.

If the assessor/tutor finds the learner using unauthorised equipment or materials during the assessment, the assessment must be stopped for that learner. This must be reported to City & Guild and will be investigated as potential malpractice.

4.3 Suspected staff malpractice

If City & Guilds identifies suspected assessment maladministration or malpractice,

City & Guilds will contact the centre to inform them of the malpractice investigation. This could be identified after the assessment, as part of the sampling of assessment records during monitoring activities.

4.4 Failure to report

Failure to report suspected malpractice and/or co-operate with follow up activity can be construed as malpractice and may lead to qualifications not being awarded, certificates not being issued, future entries and/or registrations not being accepted or withdrawal of qualification and/or centre approval.

4.5 Suspected malpractice guidance

For further information on managing suspected malpractice, please refer to the City & Guilds *Managing cases of suspected malpractice in examinations and assessments* document, available from the Centre document library section of the City & Guilds website, under Assessment Malpractice.

Centre Document Library

The City & Guilds / ILM Centre document library can be found at

www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library

This is a resource area designed for our centres and has practical guidance information to help you with every aspect of running our qualifications.

The guidance covers everything from initial approval and centre charges, malpractice, to learner exam administration, policies and procedures.

Contact us

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About City & Guilds

Founded in 1878 to develop the knowledge, skills, and behaviours needed to help businesses thrive, we offer a broad and imaginative range of products and services that help people achieve their potential through workbased learning.

We believe in a world where people and organisations have the confidence and capabilities to prosper, today and in the future. So we work with like-minded partners to develop the skills that industries demand across the world.

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*Calls to our 0844 numbers cost 7 pence per minute plus your telephone company's access charge.

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