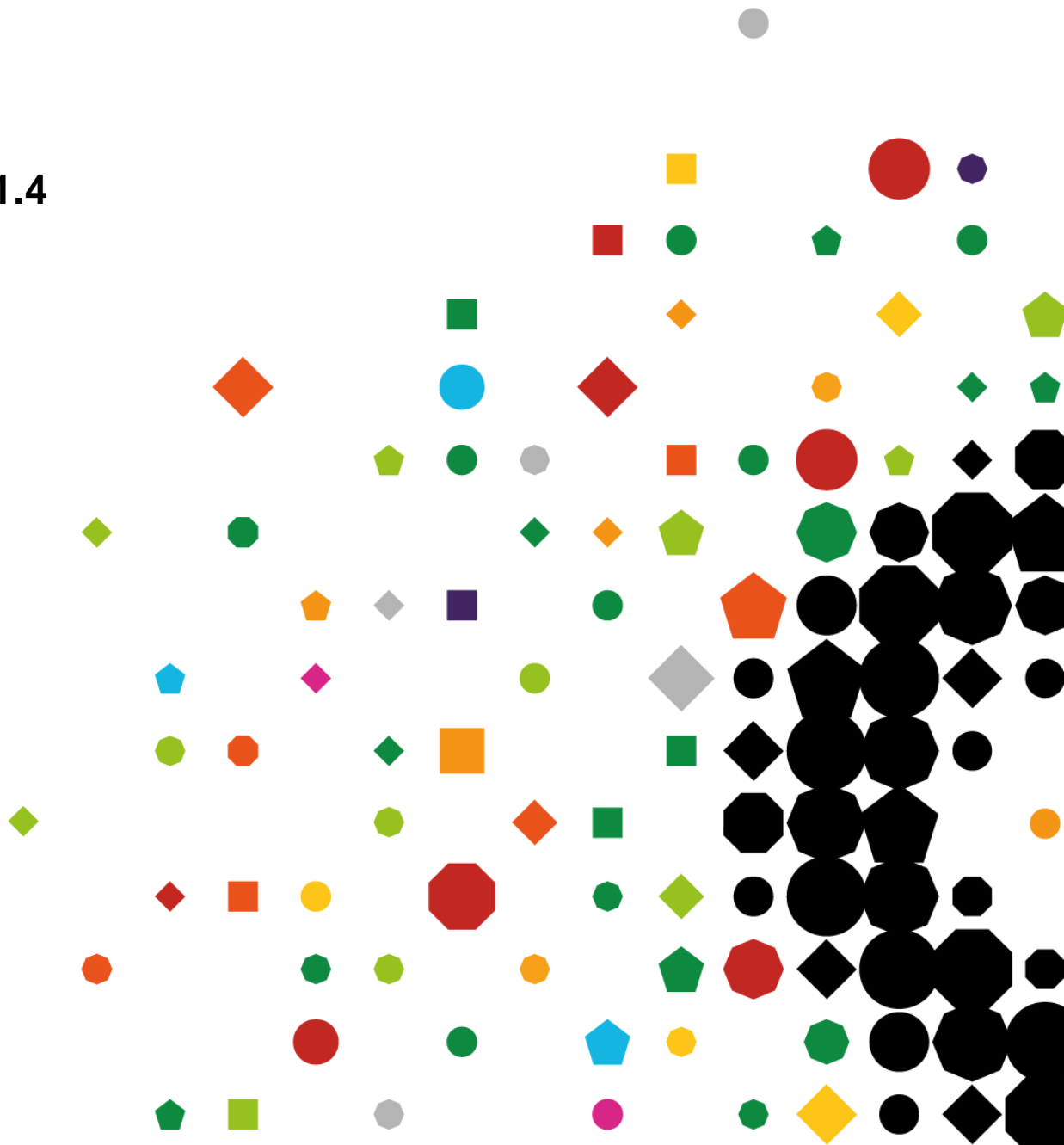


City & Guilds Summer 2020 grades for Functional Skills (3748 and 4748)

Information for Heads of Centre, Heads of Department
and tutors on the determination of centre assessment
grades, in relation to Covid-19 disruption

Version 1.4



Version and date	Change detail
1.2 – 18 May 2020	First edition
1.3 – 19 May 2020	Amended edition <ul style="list-style-type: none"> • Submission window updated (page 11) • Releasing results section updated (page 12)
1.4 – 29 May 2020	Amended edition <ul style="list-style-type: none"> • Foreword amended to clarify Apprentices are also included in calculated results process • Further guidance regarding evidence from 20th March onwards (page 5) • Objectivity statement from Ofqual added to related documents (page 12)

Foreword from David Phillips, Managing Director City & Guilds

Dear Customers

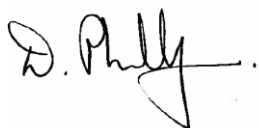
It has been agreed that for the City & Guilds Functional Skills qualifications, a **calculated result** should be used for **all candidates** who were due to complete from 20 March to 31 July 2020, regardless of their main programme, so also includes apprentices. This will be based on several activities and this guidance document outlines the initial steps and process that you will need to follow.

We are writing to you to start the process for what will be a staged approach to the communications and support that we will provide you with in order to complete the estimation work needed for Functional Skills. We must ensure that all candidates are treated as fairly as possible and enable them to complete and progress onto the next stage of their career or education. We would like to take this opportunity to thank you for your patience as we continue to work out the final details and ensure that you are supported in making the right judgement for the candidates.

As their tutors/educators you know these candidates better than anyone else and as such you are in the best position to use that knowledge of each individual candidate to start the estimation process. We will then be quality assuring the grades and producing final results. This guidance document outlines the high-level activities to support you in beginning the process of determining the centre assessment grades for each candidate. Over the course of the coming weeks, we will provide further information and guidance to support you by:

- updating our COVID19 Functional Skills webpage with important news,
- providing FAQs to support your questions,
- creating and confirming timelines on activities,
- providing administrative details for submission of grades,
- producing a recorded step-by-step guide to underpin the submission process.

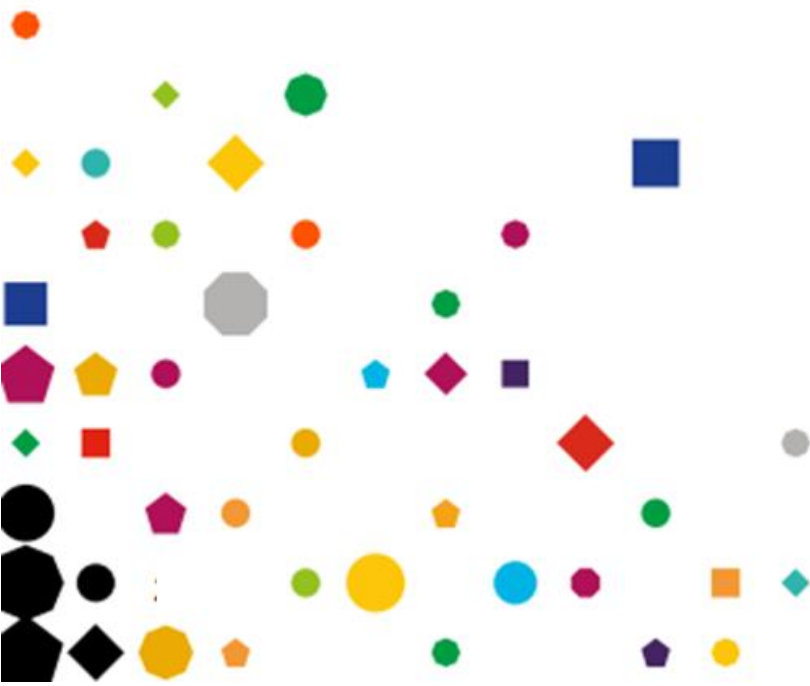
We are continuing to work with Ofqual and other Awarding Organisations to confirm the finer details. While we do not have all the answers just yet, we are confident that you can start to begin the process of determining grades for summer 2020. Our dedicated customer service team will be on hand to answer your questions and queries, and their contact details can be found at the end of this document.



David Phillips
Managing Director, City & Guilds

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1. Introduction

As City & Guilds and Ofqual have previously announced in order to help fight the spread of the Coronavirus (COVID-19), candidates will not be required to complete any outstanding assessments this summer to achieve their Functional Skills qualifications.

In these unprecedented and difficult times, we as an awarding organisation have a responsibility to support our centres in ensuring that:

- the maximum number of candidates possible receive the results that they would have most likely have achieved had they been able to take their assessments between 20 March and 31 July 2020; and
- these candidates are protected, as far as is possible, from being systematically advantaged or disadvantaged by the current situation.

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

- be practicable and manageable for centres
- support the validity and reliability of candidate results
- maintain standards.

For Functional Skills, eligible candidates will receive a **calculated result** for assessments they were due to complete this academic year. These will be used to determine the overall qualification grade that candidates will receive. Calculated results will draw appropriately on a range of valid evidence and will be based primarily on tutor judgements of what result each candidate 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 candidates, these will be used.

We therefore require centres to determine for each candidate **centre assessment grades** for each assessment component that they have not yet achieved or completed, for the qualification on which they are registered. This document is aimed at providing practical information to support this activity.

Definition: Centre Assessment Grade is the term used throughout to refer to the evidence-based, provisional, judgement of a candidate's component result which a centre submits to the awarding organisation.

The window for submitting data to City & Guilds will open on 1 June. Further detailed information on the submission process and attendant timescales will be provided to centres shortly.

1.1. Terms under which the process is offered for Functional Skills qualifications

The following terms governing this process have been agreed by all Awarding Organisations (AOs) offering Functional Skills qualifications:

1. This is a one-off, time-limited process offered to minimise disruption caused by measures taken by government in relation to the Covid-19 pandemic so that as far as possible, candidates due to take assessments during this period are not disadvantaged.
2. Centres are permitted to make one submission, and this must cover all learners expected to take an assessment between 20 March and 31 July 2020.

3. Once a submission has been made by a centre we will not consider any subsequent submission by that centre (except as part of issue resolution requested by City & Guilds).
4. There will be no second submission for 'fail' candidates. For externally assessed components, an opportunity to sit the exam will be offered to all candidates who do not pass the component as soon as possible after the candidate's final calculated result has been released.
5. City & Guilds reserves the right to review evidence used by centres to reach judgements about centre assessment grades on request. This may be through quality assurance of the centre's submission and/or through routine External Quality Assurance (EQA) when this resumes.
6. As part of quality assurance of a centre's submission, we may ask the centre to reconsider its submitted centre assessment grades but City & Guilds will not itself take action to change centre assessment grades for any candidate without the agreement of the centre.
7. City & Guilds will take all reasonable steps to support centres in resolving quality assurance queries about a centre's submission but as a last resort, may reject all or part of the submission.
8. It is expected that for a range of reasons related to the current situation some centres may not be able to participate. These may include for example:
 - centres with furloughed staff;
 - centres who are operating at the limits of their capacity such as for example, healthcare providers.

In such cases, every effort will be made to minimise disadvantage but delaying assessment may be unavoidable.

1.2. Scope

The information in this document applies to City & Guilds approved centres in the UK who offer the following Ofqual-regulated Functional Skills qualifications.

This information is provided in the context of the most up-to-date advice for educational settings provided by the Department for Education (DfE) and Public Health England¹. If that advice changes, Heads of Centre should consider this information in the light of any updated guidance.

This guidance covers centre assessment grades for the following qualifications:

3748 Legacy Functional Skills qualifications:

- Maths
- English
- ICT

At all levels (Entry 1 to level 2).

4748 Reformed Functional Skills qualifications:

- Maths
- English

At all levels (Entry Level 1 to level 2).

¹ <https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

2. Information centres need to provide

2.1. Eligible candidates

Centres should submit centre assessment grades for all candidates affected by the Covid-19 disruption. This is defined as all candidates who they would expect to have taken the assessment / exam between 20 March and 31 July. This includes:

- candidates attempting the assessment / exam for the first time;
- candidates resitting the assessment. It is acknowledged that learners may have both attempted for the first time and resat an exam /assessment during this period.

Centres must **not** submit centre assessment grades for any candidate they would not expect to have taken the exam / assessment during this period.

2.2. Information centres need to provide

Centres should identify all learners who they would expect to have completed the qualification between 20 March and 31 July 2020, including resits. This is for all Functional Skills qualifications, legacy and reformed, at all levels. City & Guilds will require centres to submit a **centre assessment grade** for each candidate to support the calculation of results.

This will be a considered estimation of the grade that each candidate would most likely have achieved this year. This professional judgement is derived from evidence held within the centre and which has been reviewed by tutors and relevant heads of department.

This will be a holistic, professional judgement balancing different sources of valid evidence. Tutors and heads of department will have a strong understanding of candidates' skills, knowledge and understanding.

Heads of department and tutors should consider each student's performance over the course of study and make a realistic judgement about whether the candidate would have passed, if they had taken the assessment this between 20 March and 31 July 2020.

2.3. Centre assessment grades required by subject

For each component, centres should submit the following:

For components assessed by exam (ie Maths level 1 and 2; English Reading level 1 and 2; English Writing level 1 and 2; ICT level 1 and 2) the centre must submit:

- For each candidate, an evidence-based judgement of whether the candidate would pass or fail the component.

For components assessed internally (ie Speaking Listening and Communication at level 1 and 2; all components at Entry level) the centre will submit:

- The judgement of the tutor, using evidence, about which learners would have passed the assessment only (ie not those candidates who they judge would have failed).

3. Sources of evidence

In coming to this holistic judgement, centres should assume that it is no easier or harder for a candidate to achieve this year, compared to previous years. Judgements should reflect how they would have performed under ordinary circumstances.

Tutors should draw on existing records and available evidence (as far as possible in the context of current public health advice). It is important that the judgements are objective, and they should only take account of evidence about candidate performance. We recognise that centres will have incomplete evidence, and that the range and amount of evidence will vary between different candidates.

For each candidate, the member/s of staff judging the centre assessment grades must consider all available valid evidence which demonstrates the candidate's progress towards the learning aims of the qualification. The evidence should be used in conjunction with the member of staff's professional expertise to form a judgement about whether the candidate would pass or fail the component. All available evidence should be used and the minimum requirement for judging a candidate's centre assessment grade is that there must be one piece of valid evidence available.

The following forms of evidence should be used to support judgement, where these are available:

- Previous centre-marked attempts at Functional Skills practice tests.
- Previous attempts at the live exam (based on feedback previously supplied by the AO).
- Formative assessment results. Formative assessment is defined as assessment undertaken to check learning has taken place and assess progress towards the level. This can be centre-devised or a commercially-available product. This does **not** include initial and diagnostic assessment (see below).
- Any other candidate work towards the qualification (ie work they have independently undertaken in class or at home)
- Candidate work demonstrating the skills assessed by Functional Skills qualifications that has been completed in support of another qualification learning aim.

Results of initial and diagnostic assessment can be used but only in the following ways:

- As a benchmark to gauge progress made towards the component requirements by the candidate.
- Where this provides evidence that the candidate had already met one or more of the component's assessed requirements at the point at which the initial / diagnostic assessment was taken.

Other forms of evidence may be acceptable, but it is recommended that the centre discusses these with City & Guilds before judging centre assessment grades.

It is acknowledged that these forms of evidence would not normally be considered in assessing these qualifications. It is also acknowledged that available evidence may only show partial achievement. So, tutors will need to exercise judgement and discretion in reaching decisions about which candidates would have passed or failed. This includes a judgement where learning has been disrupted about whether the candidate would have passed had they completed the full programme of learning.

Centres should bear in mind the candidate's progression aim when providing a 'pass' centre assessment grade for a candidate and that this means they believe that the candidate would be able to progress to the next Functional Skills qualification level or operate in an employment setting in respect of the skills that will be certificated.

For components assessed by exam (ie Maths level 1 and 2; English Reading level 1 and 2; English Writing level 1 and 2; ICT level 1 and 2), the centre will submit:

- For each candidate, an evidence-based judgement of whether the candidate would pass or fail the component.

For components assessed internally (ie Speaking Listening and Communication at level 1 and 2; all components at Entry level), the centre will submit:

- The judgement of the tutor, using evidence, about which candidates would have passed the assessment only (ie not those candidates who they would not judge to have passed).

All evidence used to support judgement of centre assessment grades may be subject to inspection by the awarding organisation and must be retained by for six months unless otherwise notified by City & Guilds.

There is no requirement to set additional formative, practice/sample tests or homework tasks for the purposes of determining centre assessment grades and no student should be disadvantaged if they are unable to complete any work set after centres were closed. Learning up to the 20 March provides the main evidence for grade estimation. However, if there is evidence available from 20 March onwards which supports a centre assessment grade, this can be used alongside other evidence.

4. Guidance on judging candidates' centre assessment grades

A candidate's centre assessment grades should only be judged by tutors with direct experience of teaching that candidate the subject and component for which the centre assessment grades is being judged.

Where more than one tutor is responsible for teaching a candidate a component, these tutors should work together to reach a judgement about the candidate's centre assessment grade.

Where more than one tutor is responsible for teaching a subject / component at a particular level, they should work together to standardise their judgement in the way described below.

- Judgements must be made in an impartial, balanced and unbiased way; such that the assessment grades are based on evidence of attainment and avoid bias as far as is possible, so that candidates are not systematically advantaged or disadvantaged by having or not having a protected characteristic or any other factor (for example character, appearance, social background or special educational needs) that does not relate to their knowledge, skills and abilities in relation to the subject. Protected characteristics are defined by the 2010 Equality Act as, age; disability; gender reassignment; race; religion or belief; sex; sexual orientation; marriage and civil partnership and pregnancy and maternity. In addition to protected characteristics judged

4.1. Before judging centre assessment grades

Tutors should be familiarised with:

- The guidance on the process issued by the awarding organisation.
- The standards for the Functional Skills subject and level being assessed these can be accessed from [Ofqual's website](#). For legacy Functional Skills qualifications, ie maths and English pre September 2019 and ICT, the relevant legacy criteria should be used. For maths and English learners from September 2019, the standards are published within the Conditions and Requirements documents as appendices.

- For legacy and reformed maths and English at levels 1 and 2, the awarding organisation common pass descriptors (guidance given below).

4.2. Judging centre assessment grades

Only candidates affected by the Covid-19 disruption should have centre assessment grades submitted. This is defined below.

All candidates who they would expect to have taken the exam between 20 March and 31 July. This includes:

- Candidates attempting the assessment for the first time.
- Candidates resitting the assessment. It is acknowledged that candidates may have both attempted for the first time and resat an assessment during this period.

Centres must **not** submit centre assessment grades for any candidate they would not expect to have taken the assessment during this period.

Tutors should identify eligible candidates before starting the process of judging candidate centre assessment grades.

The tutor should consider each eligible candidates in turn. For each candidate whose centre assessment grade is being judged, the tutor should consider:

- at least one piece of valid evidence that demonstrates the candidate's progress towards the assessment requirements of the component,
- the assessment requirements of the component,
- (where available) the pass descriptor for the component being considered,
- their knowledge of the candidate's ability,
- any permitted support that would have been given to that candidate in completing the assessment (at Entry level),
- any reasonable adjustment that would have been made to the assessment for that candidate in respect of a disability.

The tutor should use their professional expertise reach a considered judgement about whether that candidate would have passed or whether the learner would have failed the component had they taken the assessment in the usual way.

The evidence used may only show partial achievement of the component's requirements. In reaching a decision about each candidate's component centre assessment grades, tutors must make a judgement that includes a reasonable consideration of whether the candidate would have passed had the scheduled programme of learning taken place and been completed by the candidate.

Centres should bear in mind the candidate's progression aim when providing a 'pass' centre assessment grades for a learner and that this means they believe that the candidate would be able to progress to the next Functional Skills qualification level or operate in an employment setting in respect of the skills that will be certificated.

In some cases, it may be considered that a learner would have been on the borderline between passing and failing the assessment, but the tutor may feel unable to reach a definitive judgement.

In such cases it is recommended that:

- where possible, such cases are discussed as part of standardisation,
- particular attention is paid to the pass descriptor provided by City & Guilds (where this is available for the component being considered),
- comparison is made between the evidence for that candidate and evidence considered for other candidates felt to be around the borderline but where it has been possible to reach a pass or fail decision.

It is further recommended that borderline decisions could be noted and reconsidered as part of the centre's QA check in relation to the overall profile of the centre assessment grades for the component relative to expectations based on an equivalent historic period.

The tutor(s) judgement for each candidate should be recorded and the evidence retained in line with instructions given by City & Guilds.

4.3. Standardisation

Where there is more than one tutor responsible for delivering a component within the centre and involved in judging centre assessment grades for that component then these tutors must work together to standardise their judgements.

At the start of the process, tutors should individually consider an initial sample of candidates and make provisional judgements about whether each would pass or fail. Any candidates who are felt to be on the borderline of pass and fail should be noted. Before judging any further centre assessment grades, the tutors should collaborate to discuss and compare their centre assessment grades the evidence used, and the judgement applied and reach agreement about the characteristics of pass and fail candidates.

As a result of this process, judgements reached about the initial sample of candidates may be revisited.

The tutors should then complete judgement for all candidates but may wish to discuss any borderline decisions with colleagues as required.

4.4. Completing the centre assessment grades judgement process

When centre assessment grades have been judged for all candidates for a particular component within an individual centre, the following should be recorded for each component:

- total number of candidates for whom a centre assessment grade has been judged,
- total number for whom a 'pass' is recommended,
- total number for whom a fail is recommended (where applicable),
- the types of evidence used to support the process.

The centre assessment grades for each candidate and points above should be passed to the Head of Centre for checking and submission to City & Guilds.

4.5. Access arrangements and special consideration

For any candidates where access arrangements have been agreed (for example a reader or extra time), the judgement should take account of likely achievement with the access arrangement in

place.

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

5. Guidance on the Pass Descriptors for Level 1 and 2 mathematics and English

Pass descriptors have been provided for maths, English Reading and English Writing at level 1 and 2. These should be used by tutors judging assessment centre assessment grades for these components for both legacy and reformed qualifications. These are used to help ensure a common understanding of the minimum requirement for a pass for each component.

As part of the process leading to the implementation of reformed Functional Skills qualifications from September 2019, Functional Skills awarding organisations worked together to develop an approach to standardise awarding of the components assessed through an exam.

Awarding organisations separately considered exam scripts for these components and noted the characteristics demonstrated by learners who had achieved the same total number of marks as the exam pass mark (eg candidates who achieved 28 marks where the pass mark was 28 out of 40). This is defined as a, 'minimally-competent' candidate.

Awarding organisations then came together to agree common descriptors of the skills and capabilities typically demonstrated by a 'minimally-competent' candidates.

It was noted, and this is acknowledged by the descriptors, that not all minimally competent candidates are the same and that in some cases, weak performance against some of the assessed requirements is compensated for by strong performance against other requirements. Tutors should apply this consideration in reaching judgement.

These common descriptors are used by Functional Skills AOs as part of each AO's process for setting exam pass marks in order to support:

- a common interpretation of the standard required in order to pass the exam,
- consistency between the pass standard required for legacy and reformed qualifications.

The evidence used to develop the descriptors was taken from assessments for legacy qualifications and they are used to support awarding for reformed qualifications. Therefore, these are appropriate and should be used to support judgements for both legacy and reformed assessments.

5.1. Reformed assessments

For reformed assessments, the descriptors are being kept under review and it is planned that further work will take place to consider requirements that have been added or revised as part of Functional Skills Reform. At the present time, this work has been suspended on account of the Covid-19 disruption. At the point in time at which the disruption took place, the reformed qualifications had only been established for about six months. This means that evidence is incomplete and still emerging about the reformed pass standard and where awarding for reformed assessments has taken place, this will have taken into account unfamiliar aspects of the new

specifications.

The following guidance is given in respect of this:

- Throughout the Functional Skills reform programme, Ofqual have given AOs guidance that while aspects of the requirements for each component have changed, there was no steer from government that the *overall standard* required to pass any Functional Skills assessment should change.
- For awards made so far for reformed Functional Skills, Ofqual have asked AOs to take into consideration any impacts on achievement caused by the relative unfamiliarity of the requirements of reformed Functional Skills and to take these into consideration in setting pass marks. In practice, where there is evidence of such impacts this means that pass marks may be set a few marks below where these would be set for a more established qualification. It was expected that this process of the new requirements becoming established would have continued throughout the first year of the reformed qualifications and this includes the period for which centre assessment grades are judged. Tutors judging centre assessment grades should therefore apply a similar judgement in judging candidates' centre assessment grades for reformed Functional Skills assessments.

6. Internal sign-off within the centre

6.1. Department sign-off

Each set of centre assessment grades must be signed off by at least two tutors/staff members, one of whom should be the head of department (or where if there is only one tutor or only one is available, by the Head of Centre). Where a staff member might have a personal interest in a candidate (for example as a relative), Heads of Centre should make sure that additional controls are put in place, as appropriate.

6.2. Definition of the Head of Centre, their role and Head of Centre Sign off

6.2.1. Definition of the Head of Centre

The centre assessment process for Functional Skills must be overseen and signed off by the Head of Centre.

The Head of Centre is:

- the head of a school; or
- the principal of a college; or
- the chief officer of an institution which is approved by City & Guilds as an examination/assessment centre (including employers).

6.2.2. Role of the Head of Centre

The Head of Centre's responsibilities are to ensure:

- Only staff who have taught the learner whose provisional component result is being judged are involved in judging that candidate's result.
- All of those who are judging centre assessment grades are briefed on the process as outlined in this document and are familiar with the requirements of this document and associated materials to support the process (ie the relevant Functional Skills standards for the subject and level being judged and where applicable the Pass Descriptors for that subject and level).

- That there is sufficient valid evidence available to underpin the judgements to be made by tutors **before** any centre assessment grades are judged.
- That tutor judgement takes into account any reasonable adjustment that would be made to the assessment in respect of a candidate with a disability.
- That judgements are evidence-based and as far as possible, free of any bias in respect of any candidate with a protected characteristic or any other factor (for example character, appearance, social background or special educational needs) that does not relate to their knowledge, skills and abilities in relation to the subject.
- That as far as possible, where more than one member of staff is involved in teaching an individual candidate for any component, that these members of staff work together to agree the centre assessment grade.
- Where more than one member of staff is responsible for teaching any Functional Skills component that these staff work together to standardise their judgements in the way described below.

The Head of Centre must contact City & Guilds to discuss additional support and options before any centre assessment grade is judged where:

- no member of staff is available who has taught any candidate whose component centre assessment grades are being judged,

Centre assessment grades must not be submitted:

- based on judgements made by staff other than those who have taught the candidate the component for which the centre assessment grade is submitted,
- for any candidate where there is no valid evidence on which to base the judgement.

6.2.3. Head of centre sign-off

Once the process has been completed, the Head of Centre must sign off a single submission covering all Functional Skills qualifications candidates whose centre assessment grades they plan to submit. This must be a single submission for each component covering all eligible candidates for the Functional Skills suite of qualifications that the centre intends to submit, at all levels offered for both legacy and reformed qualifications (where applicable). Submissions cannot be staggered or submitted in batches. Sign off is in the form of a declaration that the process has been followed in full.

The declaration includes:

- for all candidates, confirmation that:
 - for all components, where a centre assessment grade is submitted, only staff with experience of teaching that component to the learner provided their centre assessment grade at least one piece of valid evidence (see below) per learner was used to reach judgement
- an indication of the types of evidence used for the component
- confirmation that the Head of Centre has overseen a sense check comparing the numbers and proportions of pass and fail centre assessment grades for each component with expectations about how each cohort of candidates would perform under normal circumstances (see below)
- description of any factors which account for divergence between historic achievement rates and the achievement profile of the centre assessment grades.

6.2.4. Sense checking the submission

This process covers any assessment which would have taken place between March 20 and 31 July, 2020.

As part of a final sense check ahead of submitting centre assessment grades the Head of Centre must oversee a comparison between:

For all components:

- the number of centre assessment grades submitted for each component; and
- the number of results they submitted for each component for an equivalent historic period (eg March 20 – 31 July, 2019). Approximate figures may be used where it is not possible to generate exact figures.

Any variance between the two should be accounted for, for any component, as part of the submission.

For examined components the Head of Centre should oversee:

- a sense check comparing the numbers and proportions of pass and fail centre assessment grades for each component with expectations about how each cohort of candidates would perform under normal circumstances;
- a comparison with centre records for an equivalent period of time (eg 20 March – 31 July 2019) should be used for this (the use of Legacy Functional Skills (3748) records should be used for this purpose);
- a review of the extent of the similarity, this should be noted and known factors to account for this fed back to the AO as part of the submission.

7. Submitting information to City & Guilds

We are currently working to confirm the process to collect centre assessment information in a way that is as practicable and manageable as possible for centres. Centres will be given a window from 1 – 26 June in which to submit this information.

Please do not try to submit centre assessment information until City & Guilds has issued instructions on how to do so.

Please note that in order to ensure the validity and reliability of results as much as possible we may need to follow up with centres to request further information about the rationale for their centre assessment grades. We will ensure that these discussions are open and transparent, and we will work closely with centres to ensure that standards are maintained, and candidates are neither advantaged nor disadvantaged as far as possible.

7.1. Sharing data with candidates, parents and carers

Centres must **not, under any circumstances, share the centre assessment grades** with candidates, or their parents/carers or any other individuals outside the centre, before final results have been issued by City & Guilds. If any member of centre staff does share this information with anyone outside the centre, other than City & Guilds, this **must** be reported to City & Guilds immediately as suspected malpractice. For further information on reporting suspected malpractice please refer to the City & Guilds Managing cases of suspected malpractice in examinations and

assessments document, available on the City & Guilds website. This is to protect the integrity of tutors' judgements, and to avoid tutors, heads of department, senior leaders or Heads of Centre being put under pressure by candidates and parents, to submit a grade that is not supported by the evidence, or has not been quality assured by City & Guilds.

Once centre assessment grades have been submitted to City & Guilds, the process to produce the calculated results will start. More information will be made available to centres to facilitate any appeals against the process at the time that final results are issued by City & Guilds.

8. Releasing results

As the process is different this summer, results will be issued on a specific date. Centre assessment grades should be submitted by 26 June and City & Guilds will issue the results by the end of July.

Results can only be issued:

- where the Head of Centre declaration has been completed correctly,
- after the quality assurance process has been completed by City & Guilds.

9. Further advice and information

For all queries relating to the arrangements for summer exams and assessments, contact the customer services team at City & Guilds. We're available Monday to Friday 9am to 5pm excluding UK public holidays.

Arrangements for appeals

Subject to the outcome of Ofqual's consultation on *Exceptional Arrangements for Assessment and Grading in 2020 (VTQs)*, for final calculated results that have been approved by the AO, there will be no right of appeal by the centre or candidate against the **result**. An appeal based on whether the **process** was followed will be offered. City & Guilds will provide an update on this once the outcome of the Ofqual consultation is known.

Related documents

Ofqual guidance on [awarding qualifications in summer 2020](#)

Ofqual consultation on [awarding vocational and technical qualifications in summer 2020](#)

Ofqual [guidance for Heads of Centre, heads of department and teachers on objectivity in grading and ranking](#)

Ofqual [rules and guidance for Functional Skills qualifications](#)

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. City & Guilds cannot accept responsibility for any loss or damage arising from the use of information in this publication.

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