Addendum to the City & Guilds Level 2 and 3 Centre-based qualifications

1. Introduction of the Distinction* grade (from September 2011)

The main purpose of the introduction is to:
- Stretch and motivate the more able learners
- Reward excellence and recognise exceptional performance
- Enable UCAS tariff rating for D* Level 3 qualifications

The D* grade is for learners who achieve a score of between 2.9 to 3.0 overall for the **qualification calculation**. We are not intending to give D* to individual unit assignments. This applies to both Levels 2 and 3.

Please read **Appendix I**

UCAS tariff rating

It is the intention of City & Guilds to apply to UCAS for an equivalent D* grade tariff rating.

2. Re-submission of work

Centres are advised to adopt the following policy on the re-submission of work:

*Learners who fail an assignment on the formal (summative) submission, or who would like the opportunity to improve their grade, may re-submit **once only** and may then achieve either a Pass, Merit or Distinction as appropriate. An appropriate time period between formal submission and re-submission should be set by the centre. Multiple re-submissions are not permitted. Learners who fail to hand in work on the formal submission date, where there is no legitimate reason, should be capped to a maximum of a Pass grade only at the re-submission stage. It is at the discretion of the centre to set informal (formative) submission dates, if appropriate, and a formal submission date.*

3. Centre adapted and centre-devised assignments

Following feedback from centres, City & Guilds is making the following recommendations:

Centres can use the City & Guilds devised assignments, located within the Assignment Guide, as they stand

And/or

Centres can adapt the City & Guilds set assignment using the following guidance

Centres are able to adapt assignments if they feel their suggestions better reflect local needs, and are encouraged to be as creative and inventive as possible. These locally-devised proposals should fulfill the same general assessment purpose as the City & Guilds set assignments, must cover all of the Learning

Outcomes and Assessment Criteria and should use the same marking and grading criteria as stipulated by City & Guilds in their set assignments (including practical marking checklists). These should be agreed by City & Guilds and the External Verifier before use. They must be sampled by the External Verifier before the assessments are claimed.

And/or

Centres can devise their own assignments from scratch using the *'Developing centre devised assignments – Guidance for centre based assessment writers and associated documentation'* and associated support materials to be found on the website (www.nptc.org.uk) under 'Latest News'. The critical point here is that all Learning Outcomes and Assessment Criteria must be covered, the Grading criteria must be derived from the Generic Grading criteria (see documentation) and all centre-devised assignments must be signed off by the IV and a sample (3 assignments) must be subject to sign off by the External Verifier.

City & Guilds will be running **two workshops in July** (free of charge) for tutors and assessors who wish to create their own assignments. Places will be limited to two from each centre as it is anticipated that this can be rolled out internally in the centre if necessary.

The dates for the workshops are:

13 July 10.00 to 15.00
29 July 10.00 to 15.00

Please send details of attendees to Productdevelopment@cityandguilds.com

Centres may wish to use a combination of two or three of the suggested methods of providing assessment above. Please do keep your EV informed if you wish to undertake either centre-adapted or centre-devised assignments.

4 Guidance on calculating the overall qualification grade

In addition to the guidance on calculating the overall qualification grade published in the assignment guides and the Addendum to centre-based qualifications, City & Guilds has produced some examples below to assist centres where learner grades are border-line.

A common example is where a learner has achieved grades for 11 units. 6 of these 11 units are graded at Merit and 5 are graded at a Pass. The overall grade for this learner based on the overall grading calculation equals 1.54.

Having gained more Merits than Passes, centres have queried the fact that actually the learner should probably be achieving a Merit. However, the total did not reach the minimum of 1.6 or above (Merit boundary), and therefore this would clearly still remain a Pass as it stands.

In this situation, if a centre feels that a learner should be achieving an overall Merit grade and not a Pass; staff are asked to look again at the marked assignments with the view to confirming that the grade awarded for each was correct.

If the decision at that point is the grades awarded were correct then the grade must stand. If however it is considered that a grade has been awarded below the level, then the assignment maybe re-marked. The assignment should be second marked and subject to internal verification. If at that point a higher grade is awarded for the assignment, the grade should be entered into the overall qualification grid to determine the appropriate qualification grade. If this is still considered incorrect other assignments could be considered. However, if this is the case, the need for standardisation of marking is clear.

Under no circumstances should the overall numerical result be rounded up because the calculation was worked out to provide a fair result for the proposed submitted work. If a learner achieves 1.56, the grade is a Pass and should not be rounded up to 1.6. Likewise a Distinction must achieve a 2.6, and Distinction star 2.9. Falling between two numbers does not count for a higher grade.

Appendix I

Marking unit assignments

All assignments are made up of a series of tasks. Each task must be marked and most can be awarded a Pass, Merit or Distinction. Specific guidance for marking each task is provided in the appropriate section.

The mark that can be awarded for each completed task is:

Pass	1
Merit	2
Distinction	3

To award an overall assignment grade, the number of marks given for each task are totalled and then divided by the number of tasks. If tasks are pass/fail only their mark should be excluded from this calculation. This gives the average mark and then grade. Learners must achieve at least a pass for every task to be successful in the overall assignment.

Average	Grade
1 to 1.5	Pass
1.6 to 2.5	Merit
2.6 to 3	Distinction

For example, below is a completed Assignment Mark sheet as it would appear in the Assignment Guide. It shows how an overall grade of Merit was produced.

Outcome	Task	Mark		
		Pass	**Merit**	**Distinction**
1. Examine the roles of providers and sources of funding.	Ai	1		
	Aii		2	
	Aiii	Pass / fail (delete as appropriate)		
2. Investigate a career.	Bi			3
	Bii		2	
	Biii	1		
			Total	9
			Average Mark (9 divided by 5)*	1.8
			Overall Grade	**Merit**

*Note: In the example above task Aiii is pass/fail only and is not included in the calculation of the grade.

Calculating the overall grade of a qualification

Most assignments are awarded a Pass, Merit or Distinction based on the calculation found in the assignment guide. Some assignments can be achieved at Pass only and these should be excluded from the following calculation of overall qualification grade.

The mark that can be awarded for each overall assignment is:

Pass	1
Merit	2
Distinction	3

To award an overall qualification grade, the number of marks given for each **graded** assignment are totalled and then divided by the number of **graded** assignments. This gives the average mark and then grade. Learners must achieve at least a pass for every assignment/unit to achieve the overall qualification. The overall qualification may be achieved at Pass, Merit, Distinction or Distinction * grade.

Average	Grade
1 to 1.5	Pass
1.6 to 2.5	Merit
2.6 to 2.8	Distinction
2.9 to 3	Distinction *