

## FAQs from Teaching and Learning Mitigation Webinar for Centres, 29 October 2020

### Question Asked/Comment

1. You mentioned being able to use remote assessment for classroom assistants, have the schools agreed to this or have I picked this up wrong?
2. How should we proceed if one of our learners/teachers loses their teaching job due to Covid-19 and have yet to complete their final observation (they have completed the mandatory teaching hours).
3. For the expert witness testimony (EWT) for 5329 STLS Level 2&3, if the teacher providing the EWT is not an assessor or working towards, can this still be accepted?

### Answer Given

Remote assessments are permitted by City & Guilds, but centres will need to get permission from the school where the STLS candidate is working/volunteering. Please refer to the additional guidance document pages 8-11 <https://www.cityandguilds.com/covid-19>.

The assessment strategy must still be followed - including the number of assessed observations, plus the required teaching practice hours. Obviously, this is unfortunate for the learner in this situation. We will look into the possibility of extending the learner's registration period in order for them to find an opportunity to complete the qualification. Voluntary work could also provide an opportunity for completing the mandatory teaching hours and any outstanding assessments.

EWT can be from various sources, not necessarily assessor qualified. If a teacher at the school is taking on the role of assessor, then they must be able to evidence expertise at making assessment decisions. If the person giving the EW is not a qualified teacher or a teacher with no experience in making assessment decisions, then they must have a working knowledge of the area of the National Occupational Standards and the units for which they are providing witness testimony, be occupationally competent in their area of expertise have either a qualification that includes assessment of workplace performance and/or a professional work role which involves evaluating the everyday practice of staff. The qualification assessor will consider whether the detail on the WT is sufficient for them to make an accurate and confident assessment decision against assessment criteria. Please remember that EWT can only be used for this qualification when all other avenues have been exhausted for 2020/21.

4. At our college teachers need to be able to teach in both contexts (online & in class).

Much teaching will be conducted online in the future, and this is more an issue about the current qualifications assessing specific skills (eg using technology) which they don't cover currently.
5. Can 5329 students do their placements in a college working with 16-19-year-olds, as the qualification age goes up to 19, as long as they are meeting all the criteria?

Yes.
6. Is it possible to apply adaptation to some individual learners within a cohort not the whole cohort?

Yes - the adaptation request form must be submitted to City and Guilds and individual learners who have been mitigated and which units have been adapted must be indicated on the CA2 for EQA sampling purposes.
7. For the L4 verifiers 6317, have all observations to take place face to face?

No, they can now be remote (live) with all participants present during the live observation (ie the TAQA assessor, the IQA candidate, the assessor the IQA candidate is IQA-ing and the learner). They must all have a clear view and are able to hear the detail of the assessment activity for the duration of the activity.
8. Can we still use the remote observations in the policing sector as most assessors are police staff and under guidance to not go into offices?

From City and Guilds point of view, there is no reason why live remote observation cannot be used. See guidance on permissions in general guidance document <https://cityandguilds.com/covid-19>.
9. Will we still require the observation (by whatever method) to be two for L3 TAQA, one with each candidate learners?

There is no change to the number of observations required, whether face to face or remote.
10. and does the original guidance that the assessment must include planning, observation, and feedback, ie a complete assessment process?

Yes, the full process and evidence required remains the same.
11. Will the L3/L4 mapping guides for knowledge be updated and also the FAQ document?

There will be an updated FAQ document available soon. The assessments requirements remain the same as before, with face to face observations/assessments, so there are no updated mapping documents (for any qualifications covered here).

12. Does "live" mean remote? Many trainers are only delivering remotely, and the assessor could dial in.

Live can be face to face or remote - it cannot be a recording. For 'remote', whether assessment or delivery that is to be assessed, requires all participants present at the same time for the duration of the assessment/observation period. They may be in different physical locations, but there must be a video and audio link between all participants. They must all have a clear view and be able to hear the detail of the activity for the duration of the activity.

13. Year 1 learners who are online teaching for the foreseeable. Would they prefer us to wait and do the obs at the end of the year in a bundle or, if necessary, do them all in year 2?

It is important, where possible, to spread the observations across the duration of the programme so that learners are able to demonstrate progress and development. Remember observations are linked to Units 426 and 501. You might want to do some observations earlier this year, perhaps formative assessments, to see how they go and how your learners are getting on and progressing. Ultimately, leaving observations until later, with appropriate face-to-face opportunities, is the way to go, but not all in year 2 if possible.

14. Regarding those who lose their job and still need to finish their performance criteria - can we still suggest voluntary practice if this means they can gain the evidence.

Yes. It is acceptable to use voluntary work, as long as all the requirements can be met.

15. Could you just clarify: Zoom live meetings are ok but is a video recording from the learner and their IQA (TAQA) not acceptable?

A recording is not acceptable as the sole source of evidence - assessments and observations must be live. Zoom is OK for this because it allows all participants to be present, albeit in different locations. Zoom, Teams, Skype, Google Meet etc are all OK, but they must be conducted live for all required participants. You can record them if you wish, but the recording cannot be the assessment evidence of performance because all participants must be present during the live observation and they must have a clear view and be able to hear the detail of the assessment activity for the duration of the activity.

16. How about learners who are on Year 1 of their Level 5 Diploma? We have learners on Year 1 of their programme who are only teaching online at the moment due to COVID - this may well continue for these learners for a significant part of the academic year. Would it be appropriate to delay all of these learners' observations (if necessary) to the 2nd year of the qualification? This would be a concern to us in terms of assessing progress from starting points. Likewise, for Year 2 learners - assessments are supposed to be spaced out to demonstrate progress in their practice. Would it be preferable to do remote assessments that have suitable time between them or to wait and potentially do face to face sessions on the back of each other later in the year?

Remote observations will be helpful for feedback. Consider what is being assessed for the unit where development is expected. You might want to do some observations earlier this year, perhaps formative assessments, to see how they go and how your learners are getting on and progressing. Ultimately, leaving observations until later for appropriate opportunities is the way to go, but not all in year 2 if possible. Also, see response to Q18 above.

17. Please reiterate in FAQ the initial statement about this guidance applying to those due to complete in 20/21. I asked a question earlier about learners on Year 1 of a 2-year programme who will also potentially need remote, live assessment in order to be able to complete Year 1 of the programme. You said that it would be appropriate to use an adaptation for them to be able to be observed and gain feedback to help them to demonstrate progress. Could you clearly confirm please that adaptations are ok for these learners even though they are due to complete in 21/22

Whilst the guidance is for the current 2020/21 year, it can apply to learners on a two-year programme, although of course there is the opportunity to wait and assess next year (2021/22) at least some observations face to face.

18. You just said that TAQA 3 requires 2 observations. Can you clarify this please? Our EQA has made us increase the number of observations to 4 for this qualification, even though we have always done 2 per learners in the past

There is no change to the number of observations required - a minimum of two observations per practical unit is the requirement

19. The main principles of teaching and learning are the same in terms of the pedagogical approaches and methods and the metacognition processes. Therefore, there must be some overlap between face to face and remote learning, especially if they are live Zoom sessions

There will of course be some overlap, in terms of the underlying pedagogical approaches to be used, but also some significant differences. For example, behaviour management, teaching groups face-to-face, using physical resources, need to be observed and assessed, as well as the challenges of delivering online. Via Zoom, Teams, skype etc, assessors can only see so much.

20. Can I use remotely delivered & assessed micro-teaches that the EQA has previously rejected based on previous guidance to delay.

Yes, the guidance for 2020/21 is different to that issued for March-July 2020 so whilst it would not have been acceptable during the March-July 2020 period, it can be carried forward into 2020/21, as long as all the micro-teach requirements can be demonstrated. For example, the requirement to take part in one hour of micro-teaching, delivering, and giving feedback to the cohort. It is important that all participants (learner cohort, micro-teach deliverer, assessor) are present at the same time in the same session.

21. Will there be changes to the teaching & assessor / verifier qualification to take into account the widespread use of online teaching delivery nowadays?

We hope that in the future there will be a qualification or an additional unit that takes this into account.

22. Do we need to wait on C&G approval of the submitted Centre Adaptation Intention Forms before we carry out the adaptations?

No - you can apply the adaptations as soon as you've submitted the form and please remember that when uploading the CA2 for the EQA you must identify which learners have been mitigated and also show which units have had adaptations applied.

23. Hi there - is there any specific guidance around requirements for learner signatures for remote assessments?

The requirement for a signed learner declaration has not changed.

24. Will we get a certificate confirmation for CPD recognition
- You should receive a certificate of attendance by email. We recommend that you add this to your CPD record.
25. For 6502 - can the learner delivering the micro teach deliver in turn to a remote group?
- Yes. Please ensure that the learner delivering the micro-teach, the cohort and the assessor are all on one online/remote session, so that they can evidence one hour of micro-teaching, including giving feedback to peers.
26. If a zoom is carried out and assessor watches like an observation - Do you have to complete this as being mitigated?
- Yes - remote observations are not permitted under normal circumstances
27. For 6502-31: - I had observed learners using Zoom and wrote those observations up for their Level 5 teaching obs- then felt I could not use them. Can I now re-enter these observations into the file - how far can we back date remote observations? I have seen and typed up various and thought they were not useable. Can I now use them?
- No. L3 AET observations cannot be used/carried forward to L5 DET - only two observations from the L4 CET assessed observations can count towards the L5 DET.
28. Thanks- re previous Q- I had observed for level 5 diploma- they were registered and working on level 5 - To confirm I completed L5 teaching obs in the lock down, they used Zoom to train others. I had typed them up - but removed them after previous C&G guidance. So, seems I can now use them and return the typed level 5 remote observations into their portfolio. Brilliant news
- Yes, what you are proposing is OK, as long as they meet the live observation requirements now agreed. It might be worth checking these do meet the requirements with your EQA to be sure.
29. Will this webinar content be available on the website after this event?
- A link to the recording will be sent after the event.

30. For the STLS qualifications, the guidance states: at least one observation must be carried out by an assessor in a real-life work situation. Is this the case or can all observations be conducted by EWT's and supportive evidence, should circumstances permit?

In the previous guidance (March-July 2020) EWT was the preferred option to take if the learners had had one face to face observation. We have now moved onto 2020/21 and the guidance has changed. Of course, face to face observations are the preference but if they are not possible, live, remote observations are the next preferred option, subject to the usual permissions. Only in extenuating circumstances, if face to face and live remote are absolutely impossible can EWT's be submitted to replace them. Please remember the guidance for who can write EWT's and remember that they must be specific, what stating was seen, when was it seen, and what assessment criteria it evidences. Generic EWT's are not acceptable.

31. 5329 - Is it ok to complete one robust observation 2-3 hours (a morning in school) for the L2/L3 and then use the suggested additional supportive evidence to confirm performance overtime? We have conducted an observation, but now can't back out (due to COVID) before the end of the apprenticeship funding.

EWT can be used in extenuating circumstances only - remember the rules for EWT Please remember the guidance for who can write EWTs and remember that they must be specific, what was seen, when was it seen, and what assessment criteria it evidences. Generic EWTs are not acceptable. In this case they must also be at a reasonably spaced interval from the in-depth observation. If in doubt, contact EQA and have a discussion.

32. I just wanted to check the 5329 handbook states 'have either any qualification that includes assessment of workplace performance and/or a professional work role which involves evaluating the everyday practice of staff' What evidence should I be looking for and then put forward to an EQA to confirm professional work role which involves evaluating the everyday practice of staff?

A head of faculty/department, someone with experience of inspection, internal IQA for other purposes a teacher who observes, supervises and/or mentors newly qualified teachers or classroom assistants. It must be someone who has expertise in not only assessment practice but also in what they are witnessing. They must also have some responsibility for the learner whilst they are carrying out their job role.

33. For the L4 CET qualification, I have learners that are working in another FE college, is it acceptable for 1 of the 3 observations to be completed by their manager who is a part of that organisations observation team and the other 2 observations be live remote observations?

It is acceptable for others to undertake observations, as long as they meet the staffing requirements for the Level 4 CET. They will need to be included on a CU form, and you need to ensure that they are fully conversant with the CET requirements, in terms of what is required during a CET observation. They must use the CET observation paperwork. Often, managers observing for organisational purposes will be looking at a different set of criteria. Any such observers need to be inducted and part of standardisation.

34. Re previous question - is it viable though if they are a part of the other FE college observation team? If not, could you please provide me with more guidance or contact details so I can talk this through with someone please.

College observations are not usually appropriate as they look at different things - also a neighbouring college might not want one of their staff on the team of another college close by so could be an issue. Contact your EQA in first instance to discuss in more detail the exact context and situation.

35. Will all of the questions and answers be available in visual form after the webinar?

Yes, they will be available as an FAQ.

36. We are waiting to be allowed into schools to observe for the STLS qualification. If this doesn't happen, how many witness testimonies could count from the teacher?

No limit, but only as a last resort - face to face is the default option, if not then live remote observations. Only when these are absolutely impossible can EWT's be used. Please remember if you do have to use EWT's that they must be specific, they must show date they observed the learner and exactly what they saw, mapped specifically to the assessment criteria. Generic EWT's are not acceptable. In other words, they should look like a well written assessor observation report.

37. We are delivering the STLS online solely at the moment. Is that OK?

Yes.



38. We have one learner who has not completed their STLS from last year as we cannot observe her. What rules apply to her? She was not observed at all last year.

It is appropriate and OK to use the new revised guidance.

39. Are you saying that all centres have to complete the adaptation intention form if we carry out a remote lesson? Sorry if I missed this? I understand that if I carry out a remote observation, I will inform my EQA.

The intention for is for assessment adaptation, not delivery adaptation - so you only need to fill in the form if you are adapting assessment. However, if you make any changes to the way you have delivered or assessed in the past, you must contact your EQA as is normal practice.

40. Is there any specific guidance for teaching and assessing within prisons?

Such situations will need to be looked into in more detail, so get in touch with your EQA first. It is always challenging to observe in prisons, because usually, technology is not allowed, plus whether external people (assessors etc) will be allowed in.

41. That is a huge job to add what has need adapted onto CA2 were you have a large cohort of learners can this not just be recorded in the portfolio that the CA2?

No, the EQA needs to know which learners have been mitigated as they need to be sure to include them in their sample and they need to sample adapted units. All it needs is a legend on the CA2 or a copy of your own records, which I am sure you will have to keep, showing who has been mitigated and which units have been adapted. You would be able to upload that onto walled garden at the same time as you upload the CA2.

42. For learners totally shielding, I presume this will be an exceptional circumstance and remote obs permissible for the majority of performance evidence - I will plan support with witness testimony and product evidence (for 6317)

In principle remote observations are permitted, but if learners are totally shielding, they might not be able to carry out their job role, which could be a significant barrier to them experiencing the job role fully, and ultimately achieving the qualification. EWT is not permitted for 6317. Consult with your EQA to discuss the impact of this on your learners.

43. Re 6317- L3 - if a remote Obs was previously carried out prior to clarification of the previous rules, ie prior to a 'live' obs completed for a performance unit, can this now be used as evidence?  
Yes if it follows the rules for live remote observation, ie all participants must be present during the live observation and they must have a clear view and be able to hear the detail of the assessment activity for the duration of the activity.
44. What about all those students who have not been able to complete their qualifications since March because of the national lockdown? Surely the adaptations should apply to them also?  
Yes, it's for learners with a live registration for the year 2020/21 whatever the circumstance
45. With all due respect, these adaptations were required during the national lockdown, not now centres are open ...  
Unfortunately, the previous guidance was what had been agreed at the time.
46. March to July we were in national lockdown so how were students meant to complete?  
In many instances they were not able to complete, and the agreed guidance was 'delay'. Guidance for those qualifications that could be adapted was put out in April. Because we are still in a restricted situation, this further guidance is there to assist progress and completion.
47. How have some centre already done remote assessments if these were not permitted?  
There was limited permitted use of remote assessments in the March-July guidance, ie for some but not all observations.
48. As students have 3 years to complete their qualifications but have not been able to complete so far because of Covid, can they now do remote observations?  
Yes, but please run the particular situation past your EQA for confirmation.
49. For 6502 will online microteaching be permitted  
Yes, for L3 AET only. Please see previous responses, which relate to the micro-teach, the need for learners to be involved in 1 hour of micro-teaching and all to be present in the online session.

50. I have a L5 group starting in Nov, just completing the diploma over a 1 year period which will take them past Aug 21 - their completion in Dec 21 - will I still be able to complete some initial remote observations with them?

You might want to do some observations early in their course, perhaps formative assessments, to see how they go and how your learners are getting on and progressing. Ultimately, leaving observations until later for appropriate face-to-face opportunities is ideal.

51. Can you please confirm that I can do remote observations for the 6318 L3 Learning and Development qualification?

Yes - the permissible adaptations are shown in the guidance.

52. Can the microteach session itself be an online class for the L3 Award in E&T? (if specific sector guidance allows)

Yes.

53. If the candidate assessor is observing remotely as per their own sector guidance, is this acceptable as evidence of using observation in the workplace?

Whilst there will be guidance for other vocational areas that must be observed, the candidate assessor must meet the adaptation requirements set out in the guidance for TAQA candidates in order to achieve their TAQA qualification.

54. 6502-31 (AET L3): Learners were in small groups for their micro-teach in a window of opportunity last month whereby they came together in community venues however due to personal situations some learners did not attend. The 2 Learners who attended carried on and delivered their micro-teach to one another. EQA has said this is unacceptable. Would you suggest these learners now conduct their micro-teach (again) online to a small group so they meet the requirement of conducting micro-teach to a "cohort"? Thanks

It is unlikely that the two learners who attended were able to fully meet the requirements of the micro-teach, hence the EQA not accepting it. They need to be present for at least one hour, and give feedback to their cohort, as well as delivering their own teach. As you will need to set up another opportunity for the whole cohort, either face-to-face or online, I would recommend that these two learners take part, to ensure that they fully meet the requirements.

55. Will there be an extension to the registrations period? ie if the reg lapses in Jan 2021, can they be extended to July 2021 giving a 6-month extension?

We will look into this - look for future guidance and information on the City & Guilds website <https://www.cityandguilds.com/covid-19/mitigation-approaches-for-vrqs-nvqs/adaptations>.

56. 6502-31 how many individuals should be in a live remote obs - min 4? A group of four would enable them to complete the full hour microteach requirement so this is the practical minimum number.
57. Assessor and Internal Quality Assurer portfolios which have previously been paper-based have now been adapted for online access. Is this OK? Yes - Providing all required evidence is accessible by EQA.
58. When does the adaptation form need to be submitted by? Can it be completed more than once as we identify further qualifications that may need adaptations? Yes, when you identify quals that you need to apply the adaptations to - which may be different times of the year.
59. When does the adaptation form need to be submitted by? Can it be completed more than once as we identify further qualifications that may need adaptations? You can submit it more than once - so when you need to apply the adaptations.
60. I know this is specific, but do you need to see learners' faces on the live assessments? Yes.
61. just a comment, we did this as an IQA observation, and it worked really well for sharing documents/screens and completing a discussion. The authenticity and validity of the assessment was great to see and took away the pressure to the learner That's good - as long as all assessment requirements and live remote observation rules are covered.
62. Can I confirm that the Centre Adaptation intention form only needs to be completed once? Yes you can, or it can be completed several times, depending on when you wish to apply the adaptations - all in one go or as the need arises.

63. 5329 - SLT - We developed a Logbook system some years ago that was approved by our EQA. It has comments from the teacher and countersigned by the teacher who is supporting the TA/LA. Can this not be used as an EWT considering that it is an 'additional observation' that is continually taking place within the working environment of the school. Our teachers are not happy about having to do additional work on top of what they have to cope with at the present time.

Maybe as a last resort It depends on the logbook. If it links to specific assessment criteria and tells when the learner was observed and what was observed, it should be OK. Generic statements are not acceptable.

64. In relation to the logbook question above - these logbooks have all the performance criteria listed and can therefore be evidenced.

Provided the teacher statement isn't just 'yes, he/she does that'. For it to be an acceptable EWT it must say when it was observed and what was observed.

65. Just checking that we can carry out the observation via video, but you do not need to record?

If your IQA wants to see, you might need to for internal reasons You do not need to record because in order to carry out live remote observations, all participants must be present during the live observation and they must have a clear view and be able to hear the detail of the assessment activity for the duration of the activity.

66. The AET level 3 microteach stipulates delivery to a Group. Are there any restrictions to group size with a remote assessment? What would you accept as minimum numbers?

A minimum group of 4 is required. Then, one can do their micro-teach to 3 others, so that person is teaching a small group and not a pair.

67. For the 6317 do you need to record the remote observations?

In the 2020/21 guidance, a recording is not compulsory and you should not need to record because all participants must be present during the live observation and they must have a clear view and be able to hear the detail of the assessment activity for the duration of the activity.

68. How do you define live remote?

All participants must be in the assessment at the same time, albeit remotely, and not assessing a recording. So, whilst the location of the participants might be different, assessor and all other participants must be present during the live remote activity. All participants must have a clear view and be able to hear clearly what is taking place.

69. Is it assessor and trainee assessor (TAQA) to be in the same room, or will it be sufficient that they are in different locations but logged into the same online meeting, ie the assessor being a silent observer?

Yes, different locations (remote) but still live with all participants present during the live observation with a clear view and the ability to see and hear clearly the detail of the assessment activity for the duration of the activity.

70. It would be helpful just to retile the 'Assessment Mitigation Guidance' to proceed with 2019/20 on the Covid-19 landing page.

This has been fed back to the appropriate team at City & Guilds.

71. 6317-Going forward we must prepare our assessors and IQA for remote assessment and IQA. So please keep this in mind as preparing students for the future. Even if COVID goes away remote will be part of their role.

Agreed - ideally quals need to reflect this in future but for now, please stick to the guidance given.