

Marking and Moderation Centre Guide

Technical Qualifications

This is Version 1.5 of the Technical Qualifications – Marking and Moderation Centre Guidance document

This document is subject to regular revision and is maintained electronically. Electronic copies are version controlled. It is the responsibility of the centre to ensure that all relevant staff involved in the administration and assessment of the Technical Qualifications have access to the most recent version of this document.

Change history for Version 1.5

This document has been fully reviewed and revised, however significant changes have been made to the following sections:

- 1.9 Additional documents added
- 1.10 Update of contact email address
- 2.3 Section added on candidate's to tutor ration
- 3.4 Detail added on centre response to feedback
- 5.4 Detail added on marking suspected malpractice candidates
- 6.2.2 Clarification on outcomes of moderation

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Introduction



Introduction

What is this document?

This document is a guide to the marking and moderation process for centres delivering City & Guilds Technical qualifications. It provides administrative information, guidance and best practice.

It explains:

- The marking and moderation process for the practical synoptic assessment
- The quality assurance process for other centre-assessed components e.g. optional units
- The supporting forms and documentation to be submitted

Who is this document for?

Centre staff involved with the administration, assessment and quality assurance of the Technical Qualifications should familiarise themselves with the contents of this guide.

- Section A (Administration) will be of interest to Exams Officers, Quality Contacts and those responsible for the administration of Technical Qualifications.
- Section B (Marking, Moderation & Results) will be of interest to Tutors, Markers and those responsible for the delivery and assessment of Technical Qualifications.

How Technical Qualifications work

There are a number of assessment components, which must be successfully completed in order to achieve City & Guilds Technical Qualifications. Qualification Handbooks, available on the relevant qualification page of our website, detail the specific assessment components for each Technical Qualification, although they will be comprised of some or all of the following:

Mandatory assessments	<p>This includes the Theory Exam and the Synoptic Assignment, both of which contribute to the overall qualification grade.</p> <p>Some qualifications have additional mandatory assessments that do not contribute to the overall grade but must be completed in order to achieve the qualification.</p>
Optional assessments	<p>Some qualifications have a requirement for a minimum number of optional units to be completed. These do not contribute to the overall grade but must be completed in order to achieve the qualification.</p> <p>Centres can select which of these units they wish their learners to undertake, provided they meet the minimum requirements.</p>
Employer involvement	<p>Key Stage 5 Technical Qualifications have an Employer Involvement requirement.</p> <p>This does not contribute to the overall grade but must be completed in order to achieve the qualification.</p>

Section A: Administration

This section of the document provides information for centres on the administrative requirements for Technical Qualifications, including key deadlines, systems, forms and other supporting documentation.



1 Support & Guidance

This section deals with the support and guidance resources available for centres delivering the Technical Qualifications

1.1 Technical Qualifications checklist

The Technicals Checklist for Delivery, available on the Technical Qualifications; Resources and Support, page of the website, has information the specific key dates, deadlines and activity periods for each academic year.

1.2 Booking assessments

Centres who intend registered learners to undertake assessments within an academic year must ensure that they book them onto the relevant assessments in that same year. Learners who undertake assessments without being booked, risk delay or even disqualification of results.

Learners are booked for assessments using the Walled Garden, our secure online administration system. All bookings must be completed by the date specified in the Technicals Checklist for Delivery.

1.3 Centre forms

These are the specific Technical Qualification forms that centres must use during the marking and moderation process.

Form	Description	Location	Ratio
Practical Observation (PO) forms	Used by tutors / markers to record candidate evidence of performance during practical observations. These forms are subject-specific	Relevant qualification page of the website, under 'Documents' tab	One per candidate, per synoptic assessment (Unless otherwise specified)
Candidate Record Form (CRF)	Used by tutors / markers to capture the justification for marks awarded, against each Assessment Objective (AO). These forms are subject-specific	Relevant qualification page of the website, under 'Documents' tab	One per candidate, per synoptic assessment
Declaration of Authenticity	Form signed by the candidate and the centre to demonstrate that the work is the learners' own. It also holds information on the amount of support provided during assessment. These forms are generic	'Generic forms' folder on the Technical Qualifications 'Resources and Support' web page	One per candidate, per synoptic assessment
Centre Standardisation Declaration Form	This confirms that centres have undertaken internal standardisation for the marking of the synoptic assessment, where there is more than one marker for the assessment. These forms are generic	'Generic forms' folder on the Technical Qualifications 'Resources and Support' web page	One per cohort, per synoptic assessment
Personal Interest Form	Used to provide information relevant to moderation e.g. indication when a marker has a personal interest in a candidate (for example a parent or other relation), if required. These forms are generic	'Generic forms' folder on the Technical Qualifications 'Resources and Support' web page	One per cohort, per synoptic assessment

1.4 Moderation Portal

The Moderation Portal is the online administration platform used by centres and City & Guilds to facilitate the moderation and quality assurance of the synoptic assignments and other centre-assessed components.

All centres delivering Technical Qualifications are provided with access, via secure login, to the Moderation Portal. City & Guilds Moderators also have access to the platform in order to view centre marks and candidate sample evidence.

The Moderation Portal Centre Guide, available on the website, contains detailed information on how to use the platform.

1.5 Access arrangements and reasonable adjustments

Access arrangements allow candidates with special educational needs, disabilities or temporary injuries to access assessments, through the use of readers, scribes and Braille question papers, for example.

Access arrangements must be requested and agreed before an assessment takes place.

The Access arrangements - When and how applications need to be made to City & Guilds document contains details on the process.

1.6 Special consideration

Where a candidate's performance is materially affected by adverse circumstances beyond their control, they may be eligible for special consideration. Please contact City & Guilds at policy@cityandguilds.com for additional guidance.

1.7 Assessment materials

Assessment materials for all Technical Qualifications are available on the relevant qualification page of the website.

This includes:

- Synoptic assignments
- Other centre-assessed components

As well as assignment briefs, task details and information on the types of evidence that candidates must produce, they include instructions on the timings and conditions of assessment, and as marking grids.

It is very important that tutors / markers familiarise with the contents of all relevant assessment materials prior to assessments taking place.

Please note – these are live formal summative assessments and must not be used as practice materials.

1.8 Other Technical Qualifications documents

There are a number of other guidance documents to support the administration and assessment of Technical Qualifications, available on the Technical Qualifications 'Resources and Support' page of the City & Guilds website.

Technical Qualifications – Guide to Teaching, Learning and Assessment This guide breaks down the differences between QCF qualifications and Technical Qualifications. It also provides useful information on supporting excellent teaching, learning and assessment.

Employer Involvement Centre Guidance

This guide explains what is required from centres in terms of Employer Involvement including what 'meaningful' employer involvement is, what good practice looks like and what evidence is required.

Moderation Portal Centre Guide

This guide supports centres using the Moderation Portal, our online platform used in the assessment of Technical Qualifications. The Moderation Portal allows centres to upload marks and evidence for centre-assessed components of the Technical Qualifications.

Guide to Booking Assessments

This document provides guidance on the booking process for all assessment components of the Technical Qualifications. Requirements for uploading evidence for Technical Qualifications This document provides guidance and best practice advice to support the upload of candidate evidence on the Moderation Portal.

1.9 Additional support materials

Additional materials to support the administration, delivery and assessment of Technical Qualifications are also available on the Technicals page of our website, under 'Resources and Support'.

1.10 Technicals Quality team

City & Guilds has a dedicated team on hand to support all queries relating to the marking and moderation process for Technical Qualifications. They can be contacted at technicals.quality@cityandguilds.com.

1.11 Submissions overview

This table shows the submission requirements for all centre-assessed components of the Technical Qualifications. Submission dates can be found in the Technicals Checklist for Delivery. Moderation sample sizes are detailed in Section 6.2.1 of this document.

Type of Assessment	Requirements	Assessment method	Forms	Systems
Synoptic assignment	<ul style="list-style-type: none"> • Candidate marks • Representative sample of candidate evidence (for each synoptic assignment) 	<p>Internally marked</p> <p>Externally moderated</p>	<ul style="list-style-type: none"> • Declaration of authenticity (each learner) • Candidate Record Form (each learner) • Centre Standardisation Declaration (one per cohort, per synoptic assessment) • Personal Interest Form (one per cohort, per synoptic assessment – if required) 	Moderation Portal
Other centre-assessed components	<ul style="list-style-type: none"> • Candidate grades (for all required units and components) • Representative sample of learner evidence for one optional unit (where applicable – see section 6.3 for more information) 	<p>Internally marked</p> <p>Externally verified</p>	<ul style="list-style-type: none"> • Relevant forms from the Optional Assignments pack / other assignments pack (e.g. Recording forms, checklists, results sheets) 	Moderation Portal
Employer Involvement	<ul style="list-style-type: none"> • Indication whether candidate has met requirement • Record of all employer involvement activities undertaken by candidates • Sample of evidence (e.g. attendance record / registers) 	<p>Internally marked</p> <p>Externally reviewed</p>	<ul style="list-style-type: none"> • Employer Involvement Planner & Tracker 	Moderation Portal

Section B: Marking and moderation

This section provides guidance for tutors / markers on marking for the Technical Qualifications and information about the moderation and quality assurance process.



2 Evidence collection

The collection of high-quality evidence that clearly demonstrates candidate abilities and supports the awarding of marks, is an essential part of the assessment process.

Markers must be able to clearly link available candidate evidence to the marks they have awarded and demonstrate this in their recorded evidence.

2.1 Candidate evidence

Candidates must produce valid evidence in order for accurate marking to take place. This means the evidence must contain information demonstrating their ability in the areas of performance that matter for the assessment. The evidence must be independently produced without feedback from the tutor.

Candidate evidence must be captured in a suitable format for remote moderation. Centres should also consider the practicalities of uploading this evidence to the Moderation Portal.

Candidate evidence must be retained and stored securely by the centre during the assessment window. Once the centre marking has been completed, the marks and a sample of candidate evidence are then submitted through the Moderation Portal to the moderator. The moderator may also request additional candidate samples, or any missing evidence as part of the moderation process. In these instances, centres must provide this information promptly. Any delay in moderators receiving the appropriate sample will have an impact on the moderation process and could result in candidate results being issued after the timetabled result date.

2.2 Types of candidate evidence

The type of evidence will vary depending on the type of performance being judged, and it is important that it captures the aspects of performance that are valuable indicators of quality.

For some types of performance, the actions and interactions of the candidates are important to observe (e.g. interactions with children in a child care setting), whereas in others it is the quality of the final product (e.g. a meal in a hospitality setting).

The following table illustrates the types of evidence that could be produced for each Assessment Objective (AO). Please note that this is a guide only. Required forms of evidence are specified in the Assessment Packs for each qualification and are described as 'What you must produce for marking' and/or 'Additional evidence of your performance that must be captured for marking'.

Additional information can be found in 'Task instructions for centres' and 'Centre Guidance' in the Assessment Materials.

Assessment Objectives	Performance	Evidence
AO1 Recall of knowledge relating to the qualification LOs	<ul style="list-style-type: none"> • Use of technical terms • Selection of tools, materials, equipment, processes 	<ul style="list-style-type: none"> • Annotations, labels, • Candidates selecting tools, equipment etc themselves
AO2 Understanding of concepts theories and processes relating to the LOs	<ul style="list-style-type: none"> • Explanations, • Justifications • Application in new situations 	<ul style="list-style-type: none"> • Creative development log, • Oral presentation of work • Professional' discussion; 'reflective log
AO3 Application of practical/technical skills	<ul style="list-style-type: none"> • Performance of skill 	<ul style="list-style-type: none"> • A performance that can be observed and tutor notes, photograph, video to support • End product - artefact/ product that can be recorded in digital format
AO4 Bringing it all together – coherence of the whole subject	<ul style="list-style-type: none"> • Adaptation of methods based on learning to meet context 	<ul style="list-style-type: none"> • Sufficient detail in an assignment that shows the candidate has drawn their response from across the Learning Outcomes of the mandatory content of the qualification. (This may not always be evident in every task)
AO5 Attending to detail/ perfecting	<ul style="list-style-type: none"> • Quality of product or artefact • Quality of interactions • Use of evaluation techniques 	<ul style="list-style-type: none"> • Written description of techniques used • Visual evidence of product or artefact • Context that demands professional and considered interactions • Review & evaluation of their work

2.3 Observation evidence

Where the tutor is required to carry out observation of performance, detailed and descriptive notes should be recorded on subject-specific Practical Observation (PO) forms.

The number of candidates a tutor will be able to observe at one time will vary depending on:

- the complexity of evidence collection for the task
- local conditions e.g. layout of the assessment environment,
- amount of additional support available (e.g. to capture image/ video evidence), staggered starts etc.,
- whether there are any peak times where there is a lot of evidence to collect that will need additional support or any that are quieter.

Centres must consider whether the number of candidates per tutor is appropriate for ensuring that they are able to be observed clearly and fully, and will not be disadvantaged in any way.

It is advisable to trial the planned arrangements where possible during formative assessment, reviewing the quality of evidence captured and manageability. It is expected that for straight forward observations, (and unless otherwise specified) no more than eight candidates will be observed by a single tutor at one time, and the number will usually be fewer than this maximum. The key factor to consider is the logistics of collecting sufficient evidence for every candidate.

As far as possible, candidates should not be distracted, or their performance affected by the process of observation and evidence collection. If the assessment specifies a need for oral questioning as part of the observation evidence collection, the tutor should use methods that ensure this does not interfere with that candidate's or nearby candidate's performance.

2.3.1 Observation notes

Observation notes on the PO form make up a critical part of the candidate's evidence and must describe how well the activity has been carried out, rather than stating the steps and actions the candidate has taken. The notes must be very descriptive and focus on the quality of the performance in such a way that comparisons between performances can be made. They must provide sufficient, appropriate evidence that can be used by the marker (and moderator) to mark the performance using the marking grid i.e. if two candidates have different marks based on their performance, the difference in quality must be evident from the descriptions presented in the PO form.

Identifying what differentiates candidate performance can clarify the qualities that are important to record. Each candidate is likely to carry out the same steps, so a checklist of this information will not help differentiate between them. However qualitative comments on how well they do it (what it was that made it better/worse), and quantitative records of accuracy and tolerances will.

The tutor must refer to the marking grid to ensure appropriate aspects of performance are recorded. These notes will be used for marking and moderation purposes and so must be detailed, accurate and differentiating.

2.3.2 Supporting evidence

Tutors should ensure that any required additional supporting evidence including photographs or video can be easily matched to the correct candidate and task, are clear, well-lit and show the areas of particular interest in sufficient detail and clarity for assessment (i.e. taken at appropriate points in production, showing accuracy of measurements where appropriate).

For some specified assignments the ephemeral (fleeting) evidence is hard to capture through photographs and tutor notes alone. For these qualifications, a moderation visit will be specified to support high quality evidence collection. See section 3 for more information on moderation visits.

2.4 Planning evidence collection

In preparation for observations of practical work it is important that the collection of evidence is well planned so that the evidence collected is of a high standard and supports the awarding of marks.

Tutors should consider:

- identifying which specific aspects need to be observed and evidenced
- planning approaches to capturing evidence accurately
- ensuring that the appropriate resources for capturing evidence are available (relevant forms, photographic images, additional support needed for taking images etc.)
- planning for simultaneous start times where ephemeral evidence for all candidates will need to be viewed / recorded at the same time
- planning any critical points at which evidence must be captured e.g. where the practical task involves working on internal machine parts, which will then be covered over, making provision to capture relevant evidence before the coverings are added.

Planning should also consider local circumstances, and it is good practice to become experienced in collecting relevant evidence using the PO form during formative assessments throughout the learning period. This evidence can additionally be used as feedback for candidates. Approaches that work, can then be used during the assignments.

See Section 4.1 for more information on sharing practice as part of pre-standardisation.

2.5 Authenticating Evidence

Tutors must authenticate all candidate evidence. To ensure authenticity, tutors must ensure that candidate work is completed under the specified supervised conditions and is securely stored between sessions. Further details which relate specifically to the assignment can be found in the relevant Assessment Pack. A Declaration of Authenticity must be signed by each candidate and the tutor(s).

Failure to submit a completed form will result in the work not being moderated and final results not being produced.

Some candidate evidence may support authenticity more than demonstrate the actual level of performance. All candidates' notes should be retained until results are published to confirm authenticity. If a centre wishes to appeal, the notes could be of use in this instance.

There may therefore be evidence that the tutor will review in order to be able to sign the declaration of authenticity and which should be retained until results and appeals are complete, but does not need to be submitted for moderation.

2.6 Minimum evidence requirements for marking and moderation

The following sections in the Assessment Materials for each Synoptic Assignment list the minimum requirements of evidence to be submitted for marking and the moderation sample:

- What you must produce for marking, and
- Additional evidence of your performance that must be captured for marking

Where the minimum requirements have not been submitted for the moderation sample by the final moderation deadline, or the quality of evidence is insufficient to make a judgement, moderators will contact the centre to request the additional evidence. In the instance that a centre does not provide this, the moderation and any subsequent adjustment will be based on the evidence that has been submitted.

Please note – in some instances, moderation may not be possible (e.g. if the evidence does not provide sufficient coverage of the content (specified in the assessment) for the award of the qualification, meaning that final results will not be produced for affected candidates. Where this is the case, centres will be informed of this situation prior to the release of results.

3 Moderation visits

For some Technical Qualifications ephemeral evidence plays a significant part in the assessment and evaluation of candidate performance. Therefore, the quality of the evidence collected by tutors during the practical assessment is vital.

For these qualifications, remote moderation will be supported with a visit to the centre by the moderator. A list of the Technical Qualifications that require moderation visits is published on the website.

The objective of the moderation visit is to:

- Observe and ensure that evidence gathered by the tutor during the practical sections of the synoptic assessment is sufficient, valid and reliable enough to support any subsequent marking or moderation of the synoptic assessments.
- Allow the independent collection of evidence by the moderator, providing a benchmark against which to compare the tutor-produced evidence, especially where photographic evidence cannot provide valid or complete backing to support tutor evidence.

Please note - visiting moderators are not in a position to give feedback on the accuracy of centre marking, or to comment on whether candidates are likely to pass or fail.

3.1 Arranging moderation visits

The process for arranging moderation visits is as follows:

- Visiting moderators are allocated to each centre. In general, the ratio will be one per synoptic assignment, but this will depend on the qualification structure and industry area.
- The moderator will need to observe any practical task, which generates significant ephemeral evidence.
- The centre must provide the proposed scheduling for this part of the assessment along with details of all markers and Internal Quality Assurers (IQAs).
- The moderator then confirms with the centre which assessment session they will attend and details of the sample of candidates they would like to observe (using the Moderation Visit Sample Form).
- Moderators should ideally observe a sample to include the range of markers (where more than one is involved). Centres should consider this when planning their practical assessments.

The visit will take place as early as possible in the synoptic assignment assessment window, in order to ensure that any guidance and feedback on evidence gathering and recording can be applied to the whole cohort.

3.2 Moderation visit sample

It is recommended that moderators observe a minimum sample of six candidates per assessment task. Where there are less than six candidates in a cohort, all learners should be observed. However, this will depend on the specific requirements of the qualification and/or industry sector.

The sample should include candidates across the range of performance. Centres can use predicted performance to evidence this. Where there is more than one marker involved, the sample should include candidates marked by each marker. If there are practical difficulties in achieving this, centres should discuss this with the moderator beforehand.

3.3 During the moderation visit

During the visit, the moderator will work alongside, but independently of, the centre markers.

Moderators will observe the sample of candidates identified and take notes on performance in such a way as to support their subsequent remote moderation.

Once the candidate sample has been observed, the moderator will review the evidence they have gathered, alongside the evidence gathered by the marker(s) for these candidates. This includes marker notes and any appropriate supporting evidence e.g. photographic evidence.

The moderator will then provide verbal feedback to the IQA (or lead marker) on the following areas:

- whether the evidence produced by the assessor/s was appropriate for the task, focused on the right areas and aligned with the correct AOs
- whether the evidence collected by the learner was sufficient, valid and of the appropriate quality to support marking and moderation
- whether the evidence collected provided clear descriptions of the performance which validated / justified any subjective language / conclusions (e.g. what about the performance made it 'good' or 'excellent')
- whether markers / tutors are collecting evidence on learner performance across the full range of AOs
- whether additional evidence could be provided to ensure that the moderator gets a clearer view of the learner performance
- Advice and guidance on the format of the tutor/marker notes and the nature of any supporting evidence (e.g. whether photographs validly represent the candidates' work, how to label/ identify this evidence)
- A comparison of the evidence gathered by different tutors/markers highlighting examples of good and poor practice (where relevant)
- Any follow up actions that the centre should take.

The Lead Marker / IQA is responsible for making sure that any feedback provided by the moderator during the visit is then used to ensure the production of high-quality evidence by all tutors/markers, which will support the subsequent marking and moderation. Where other practical sessions have already taken place (i.e. with a large cohort, or long practical assessment), this may require the centre to review the evidence from earlier observations to ensure it meets the required standard.

3.4 After the moderation visit

Once the visit has taken place, the centre will be provided with a copy of the completed Moderation Visit Feedback Form (which will capture the verbal feedback the moderator has already provided). Centres must take this feedback into account before continuing their assessment and marking activity. This may mean reviewing the evidence collected for candidates who completed the practical assessment task prior to the visit, if necessary.

During remote moderation, the moderator will refer to both the observation evidence that is uploaded by the centre, and the evidence they have themselves collected on the visit to inform their final judgments.

4 Centre standardisation

Internal standardisation is vital in ensuring that centre marking is consistent, reliable and accurate. Where centre marking is not standardised, there is an increased risk that the moderation process will result in adjustments being made, so it is an important process to understand and implement.

It is the lead marker / IQA's role to ensure standardisation takes place and to ensure a common standard has been agreed and is being adhered to during marking.

4.1 Pre-standardisation

It is recommended that all tutors are included in early discussions around the use of the marking grid, whether or not they have a marking role, in order to understand the basis of marking for the qualification. This way they can help candidates to prepare for summative assessment by;

- Practising bringing their skills and knowledge together to complete a task
- Helping them learn how to explain and justify their choices in terms of subject knowledge

Tutors must study Appendix 2 of this document, along with the marking grid, to ensure they are clear about the different AOs and how they may show up in candidate evidence for their relevant subject area. If more than one tutor is carrying out marking at the centre, this process should be carried out as part of a group activity to ensure all markers are clear and in agreement.

It may be useful at this stage to discuss how to support and manage candidates through the assessment, without providing feedback on quality.

Tutors should also discuss what makes evidence valid, and the practicalities of evidence collection (especially photographic evidence and records of ephemeral evidence).

Consideration should be given to the following:

- How evidence will be captured
- How to identify which photograph belongs to which candidate and how to annotate to show the task number and any details such as 'before' 'during' or 'after' (e.g. a card showing candidate name and the date could be provided and kept in shot for each photograph. Photos must be annotated to show the Task number and details such as 'before' 'during' or 'after').
- Any file naming conventions that will be used to ensure easy identification of evidence to be uploaded for the moderation sample.
- How to ensure that candidates capture the right things with photographic evidence
- Whether there needs to be someone with a specific role of capturing photographic evidence in addition to the marker
- How to ensure that notes about the candidate's performance are descriptive in a way that supports qualitative judgements by the markers, but also by moderators. For example, tick lists are not appropriate.

Centre markers should come together earlier in the year to trial the practicalities of capturing relevant and appropriate evidence, as described in section 2, and using the marking grid from the assessment pack. Candidate evidence from a formative task could be used for pre-standardisation activities such as this.

4.2 Standardisation

The internal standardisation process is as follows:

- Standardisation is required for each assessment and must include all markers.
- Standardisation must always take place using the complete candidate evidence (as it would be presented for moderation) from the current assignment.
- Individually, markers should mark in draft a common sample of candidates' evidence, using the Candidate Record Forms to record justification for marks, following the guidance in section 5.
- The common sample should be chosen to give coverage of the range of performance expected, and to give examples of work that may be at the borderline between marking bands on the marking grid.
- Where there are discrepancies in marks given, markers should examine these collectively and come to a consensus in interpreting the marking grid. If there is any disagreement, the Lead Marker /IQA will have the final say. There should not be an 'agreement to disagree', a final mark must be agreed.
- Markers are encouraged to keep notes during standardisation and develop shared reference material to support them in maintaining the agreed standard throughout marking.
- Once the standard has been agreed, further common pieces of evidence should be marked to confirm closer agreement has been reached.

4.3 Post-marking review

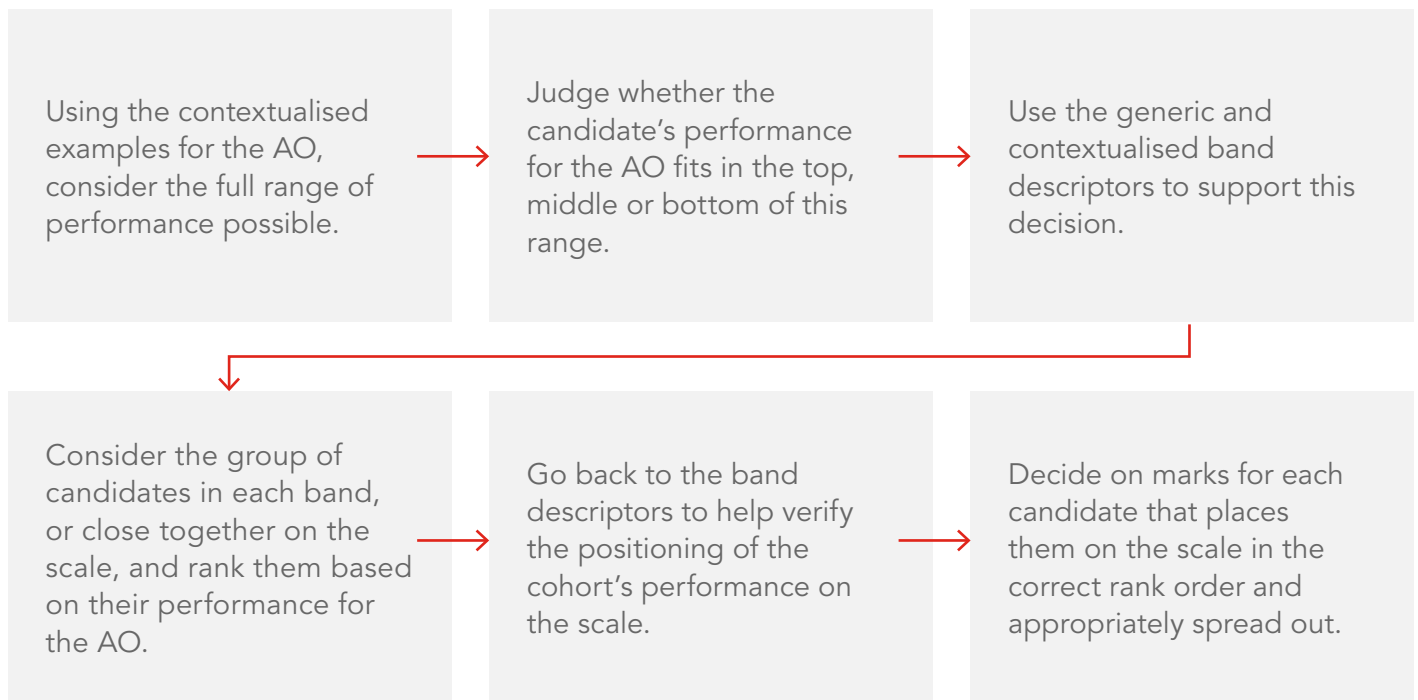
Following the completion of marking, but prior to submitting the work for moderation, centres may find it useful to review some candidates marked by different markers, who have received the same or similar marks to confirm the work is of the same standard. This may help identify any issues with standardisation.

It is important that any issues identified are dealt with prior to submission for moderation, as where marking is found to be inconsistent or inaccurate, marks will be adjusted.

5 Marking

This section focuses on helping to ensure that centres markers understand the marking process and the use of the marking grid.

The diagram below identifies the key stages in the process.



5.1 Marking synoptic assignments

Marking should be carried out for each AO and the marks totalled to give the candidate's final mark for the assignment. Evidence from all tasks should be considered as a whole when recording the mark given for each AO.

Markers must ensure that they are familiar with the detailed descriptions of the generic Assessment Objectives (AOs), as detailed in Appendix 2 as well as the relevant subject-specific marking grid. This will clarify the sort of performance to look for with each AO, including:

- the relevant aspects of quality of performance to focus on
- how this relates to the qualification, using the 'Examples of types of knowledge expected' section of the marking grid.

Markers must scrutinise the evidence for each AO and make a holistic judgement as to whether the evidence suggests that the level of performance displayed sits within mark band indicator 1 (poor to limited), band 2 (fair to good) or band 3 (strong to excellent).

The generic description of the performance should be used to sense check this, along with the contextualised band information. The contextualised information does not relate to the specific assignment, but examples from across the qualification content, and should be interpreted with consideration given to the evidence each assignment allows the candidate to generate.

Centre markers must also refer to the relevant Qualification Handbook as well as the marking grid, when making assessment decisions.

At this point, markers should consider if the candidate sits comfortably in the chosen mark band, or towards the top or bottom of the band. The marks available should now start to be considered as a full scale rather than as bands. The greater the number of available marks in the mark band, the more likely it is there will be a greater quantity of evidence available to make distinctions between candidates.

It is easier to make comparative judgements (i.e. which of two performances is better) than absolute judgements (which mark is this performance worth) so it might be useful to consider comparing and ranking the evidence from candidates who have been identified at the same range on the scale to help decide on a final score for the AO.

This is suggested as a way of thinking about how to narrow down to a particular score for candidate. This way centres will be able to accurately rank candidates based on their assessment performance, and place this ranking on the scale of marks available. Moderation checks the positioning of the centre's ranking on the national scale.

5.2 Candidate Record Forms

Justifications for the awarding of marks for each candidate must be recorded on a Candidate Record Form (CRF). The CRF must be able to sufficiently justify the holistic final marks for the candidate, based upon all the evidence provided, including any PO forms. CRFs must clearly explain why the marks are being awarded and how the evidence available supports and justifies this. If evidence is contradictory, or if the justification is not clear, this may lead to adjustments being made to final marks.

5.3 Provision for reworking evidence

If, during the completion of the synoptic assignment, a candidate is unhappy with the quality of a specific piece of work, they may choose to restart and rework the evidence during their normal allocated time, before it is handed in for final marking by the tutor. This, in itself, may demonstrate insight and evidence of knowledge or attention to detail, which should be captured in tutor evidence and reflected when the work is being marked.

The impact of reworking evidence will vary depending on the nature of the task and evidence being produced. A rework at the design stage may have minimal impact on time available to complete the assignment. However, reworking at the production stage or redoing a service is likely to have a much bigger impact.

For example:

- Restarting the production of an artefact from scratch increases the quantity of materials used which will impact cost-effectiveness.
- Asking to redo a service would have an impact on the customer, as well as resources.

Tutors should record the candidate's actions in the Practical Observation form. Any impacts should be taken into account when marking and recorded in the Candidate Record Form. The same applies to any acceptable support given to the candidate. Tutor support may focus on supporting the candidate in accessing and keeping on track with the assignment but must not provide specific feedback on quality of work. The relevant assessment pack will contain details of the level of support allowed.

In these instances, the tutor must indicate what, if any, additional support has been given on the Declaration of Authenticity.

5.4 Malpractice

Where a centre suspects any instances of staff and/or candidate malpractice (e.g. plagiarism) they must report it to City & Guilds for further investigation and advice as how to proceed. In these instances, please contact investigationandcompliance@cityandguilds.com. Please note – candidates where malpractice is suspected should not be marked as 'zero'.

6 Quality assurance

All centre-assessed components are subject to external quality assurance by City & Guilds.

- Synoptic assignments are quality assured through moderation
- Other centre-assessed components (mandatory and optional) and the employer involvement component are subject to external quality assurance review

6.1 Submission of marks and evidence

Centres must submit the following via the Moderation Portal by the deadlines specified in the Technical Qualifications: Checklist for delivery:

Component	Submissions
Synoptic Assignment	<ul style="list-style-type: none"> • All candidate marks • Representative sample of candidate evidence (complete assignments) • All relevant forms, completed fully and accurately
Other centre-assessed components (e.g. optional and mandatory units)	<ul style="list-style-type: none"> • All candidate grades • Representative sample of candidate evidence, for one unit • All relevant forms, completed fully and accurately
Employer Involvement component* (Key Stage 5 only)	<ul style="list-style-type: none"> • All candidate outcomes • Completed planner and tracker • Cohort sample evidence (e.g. attendance registers)

*see the Employer involvement centre guidance for further information

If any of these components are missing, moderation and quality assurance will not be able to take place.

Following the initial submission by the centre, the moderator may request additional candidate samples, or any missing evidence or forms. Centres must upload these as soon as possible, once requested. Failure to do so will result in delays to the moderation process and release of results.

6.2 Moderation

Moderation is the external quality assurance process for the centre-marking of the synoptic assignment.

Once centre marking is complete, City & Guilds moderators re-mark a representative sample of candidate evidence for each synoptic assignment, to determine how closely the centre's marking aligns with the national standard. This dictates whether centre marks are accepted and if not by how much they should be adjusted in order to bring them into alignment with the set standard.

Qualified moderators are employed by City & Guilds to undertake this work. Quality assurance is maintained in the following ways:

- A Principal Moderator is assigned to all subject areas. They are responsible for ensuring there is a consistent and common standard of marking within their moderating team.
- Moderators attend generic and subject-specific training, including on the use of the marking grid
- Moderators complete a standardisation activity for each synoptic assignment they are marking, to ensure that they are marking accurately and consistently in line with the standard set by the Principal Moderator
- Moderators are regularly sampled throughout the marking period, by the Principal Moderator and/or Lead Moderators, to ensure that they are consistently aligned to the set standard.

6.2.1 Moderation sample

The moderation sample for each synoptic assignment must include the **highest marked** and **lowest marked** candidate work, and a representative range in between.

The number of candidates required in a sample are as follows:

No of candidates	Sample size
12 or fewer	All candidates
13-100	12
101-200	15
More than 200	<u>20</u>

If the selected candidate sample does not meet requirements, moderators will request additional or replacement candidates to be included.

Where moderators request additional samples of candidate evidence, centres must provide this work as soon as possible in order to facilitate the moderation process and release of results.

Other factors that should be considered when selecting candidates for the representative sample are:

- Inclusion of work marked by all markers for a synoptic assignment (if there is more than one)
- Marker to candidate ratio (i.e. If one marker marked the majority of the work, this should be reflected in the make-up of the sample)
- Inclusion of any candidates observed during the moderation visit (where relevant)
- Any candidates identified on the Personal Interest Form (if used) should be included in addition to the sample.

6.2.2 Moderation outcomes

Moderation of centre marking, for each synoptic assignment, will have one of the two outcomes:

Centre marks are accepted	Centre marks will be accepted where centre marking is found to be within tolerance* of the agreed national standard for the qualification.
Centre marks are adjusted	<p>Centre marks will be adjusted where centre marking is found to be either lenient or harsh. In these instances, City & Guilds will make an adjustment to all candidate results to bring them in line with the agreed national standard for the qualification.</p> <p>A full remark will be undertaken where an appropriate adjustment cannot be made to centre marking. This is normally where internal standardisation of marking has either not taken place or was not effective in a centre. In these instances, centres will be required to upload evidence for all candidates in the cohort to the Moderation Portal.</p>

* The moderation process allows for a tolerance of mark difference between the moderator and centre marks. Tolerance is set on the understanding that the marks given to a learner by a centre may reasonably vary from those that would have been given by the awarding organisation. This is on the basis that it may not be reasonable to expect exact agreement, so a degree of variation may be allowed, within a certain tolerance.

Where centre marks are within tolerance of moderator marks, centre marking is accepted. Where they are out of tolerance, City & Guilds will make necessary adjustments to align them with the agreed standard.

6.3 Quality assurance of other centre-assessed components

For other centre-assessed components (including optional and mandatory units), City & Guilds quality assure centre assessment decisions. Although these do not contribute to the overall qualification grade, they are required components and as such are subject to external quality assurance for accuracy. Unlike moderation however, with this process centres can revise their marking and resubmit marks following moderator feedback, where required.

Only certain optional or mandatory units are suitable for external quality assurance. Work experience units or Health and Safety tests, for example are not suitable.

The quality assurance process is as follows:

- Moderators will indicate to centres which units are acceptable for external review
- Centres submit grades and a representative sample of candidate evidence for one optional, or mandatory unit, per qualification.
- Moderators review the sample of candidate evidence
- Where centre assessment decisions are felt to be inaccurate, or if any relevant evidence is missing, moderators provide written feedback to centres along with improvement actions
- Centres use this feedback to inform a re-mark of the assessment, applying the same process to other centre-assessed components if appropriate. Centres may also choose to get candidates to re-sit / redo the assessment tasks if they have failed. Centres must upload any missing evidence as requested.
- In some circumstances, moderators may also request that the centre submits a sample for an additional optional unit, in order to verify that the centre has adopted the feedback provided.
- Once approved, centres will submit results for all other centre-assessed components.

Please note – if a qualification does not feature any suitable optional or mandatory units, centres are not required to submit anything.

6.3.1 Submission process for other centre-assessed components

As with the synoptic assessments, centres upload results and candidate samples for other centre-assessed components to the Moderation Portal.

Sample sizes and requirements are the same as for the synoptic assignment (see Section 6.2.1). Centres must also upload all relevant forms relating to additional centre-assessed components, as specified in the relevant Assessment Packs.

Where moderators require further evidence to sample, they will request this directly from the centre. Although the deadline for submission for centre-assessed components is in mid-June, we recommend that centres submit the candidate evidence sample for the initial unit as early as possible once the Moderation Portal is available. This is because early sampling by the moderator will allow the centre to act on feedback and ensure the majority of marking is accurate, reducing the amount of remarking or adjustment at a late stage, and the risk of missing deadlines for grade submissions.

6.4 Employer Involvement submission

For Key Stage 5 qualifications, centres are also required to submit evidence that the Employer Involvement requirement has been satisfactorily met.

The submission deadline for Employer Involvement is the same as for centre-assessed components.

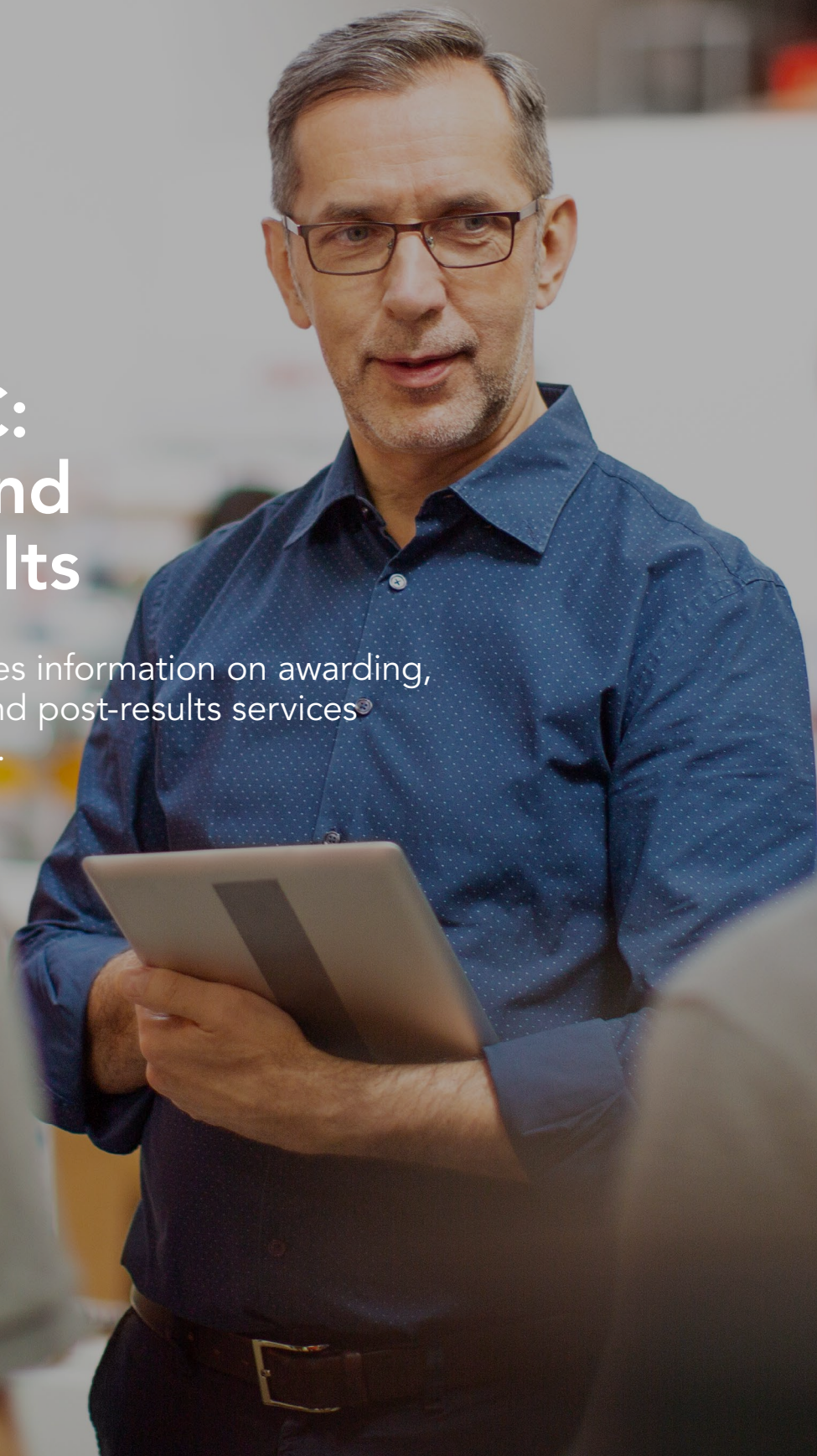
Centres are required to submit:

- outcomes for all candidates
- a completed Employer Involvement Planner and Tracker (template is available on the website)
- a sample of evidence that demonstrates that all candidates have met the minimum requirement (e.g attendance registers for all candidates)

Detailed information on the process and requirements can be found in the Employer Involvement Centre Guidance.

Section C: Results and post-results

This section provides information on awarding, release of results and post-results services available to centres.



7 Awarding

Following marking and moderation, an awarding process is carried out by City & Guilds, where the grade boundaries for Pass, Merit and Distinction are agreed for each practical synoptic assessment each academic year.

To do this, City & Guilds hold awarding meetings with a panel of subject experts, including the Principal Moderator for the qualification.

At this event, each awarder scrutinises a number of pieces of work across a range of marks to identify the raw mark they feel is the boundary for the grade. They have reference to grade descriptors and previously archived boundary benchmark materials. Their findings are discussed, and the final boundary is determined through consensus and reference to all of the available information. Grade boundaries for all assignments are published once the awarding process is completed.

7.1 Additional candidate evidence for awarding

In some instances, City & Guilds may request centres to upload additional candidate evidence samples in order to help facilitate the awarding process.

Where this is needed, centres will be contacted with a list of specific candidates whose evidence is required. This must be uploaded to the Moderation Portal as soon as possible.

8 Results and post-results services

Final results, including summer exams, synoptic assignments and qualification grades (where applicable) are released in August.

Where there have been centre issues with assessment bookings and submissions, results may be delayed in being processed and released.

8.1 Moderation feedback

All centres will receive a Moderator Feedback to Centre report for each synoptic assignment, which details the outcome of the moderation, provides feedback on the accuracy of centre marking and administration. Good and poor practices will be identified along with recommendations for future series.

This report is provided to support the release of results.

8.2 Enquiries about results (EARs) for synoptic assignments

If a centre is unhappy with the results of moderation, they can request an EAR. For synoptic assignments EARs can only be requested for the full cohort of learners, as the outcome of moderation) is always applied at cohort level.

An EAR looks at the process and original moderation for the cohort, reviewing any adjustments made to the centre marks. It involves the original sample of candidates being remarked by a different moderator, usually the Principal Moderator. Centres should be aware that an EAR could result in centre marks going down, as well as up.

An EAR for the synoptic assignment cannot be requested:

- if the original marks were accepted without change (i.e. centre marks)
- for an individual candidate

EARs for synoptic assignments are available following the release of results. Further information on the process, including fees and timescales, can be found in the Enquires and Appeals for Qualifications document.

Appendix 1 Evidence capture methods

In addition to this section, centres should refer to the Requirements for uploading evidence document, which gives advice and best practice for uploading evidence on the Moderation Portal.

All evidence should be clearly labelled, in order to support the moderation process.

Evidence capture method	Examples of use	Notes on good practice
Word processed files	<p>Self-development plans, tutor observation notes, reports, results and evaluations, project plan, handbooks and guides, forms, business plans, tools lists, specifications, calculations, designs, asset register, risk assessments, professional discussion records, checklists, job cards, invoices, witness testimony, URLs</p> <p>Longer pieces of written work demonstrating understanding of workplace formatting conventions e.g. reports, case notes</p>	<p>If using speech to text software (e.g. for note taking or capturing candidate's thoughts before editing into evidence) retain original recordings as proof of authenticity</p> <p>Use header / footer to page number and give candidate name. (this can then make it easier to refer to items showing specific AOs during marking and help the moderator to see where marks have been awarded)</p> <p>Use of title page / contents page / bibliography (where appropriate) all facilitate the marking and moderation process.</p>
Hand written, scanned material	<p>Tutor observation notes, self-development plans, calculations, witness testimony etc. as above CAD (computer-aided design) drawings</p> <p>Screen shots for database and web design skills Notebook/ diary of reflections or development of an idea</p> <p>Essay – demonstrating the ability to structure thoughts and arguments without editing</p>	<p>Use black ink for clarity when scanning and uploading to the moderation platform</p> <p>If original is double sided make sure that both sides are scanned</p> <p>Upload any screen shots as one file per task</p>
Sketches – scanned	Draft plans, early ideas for designs, annotating with thoughts/ reasoning/ justifications makes understanding and reasoning visible	If there are a number of images, consider combining them as PDFs using a programme such as Acrobat
Spreadsheets	Data collection and analysis, graphs and charts, project plans	Make sure these are not password protected or restricted
PowerPoint	Plans, self-reflection	Candidates should utilise the notes area (below the slides) as this can aid in providing further detail which does not fit on slides.

Evidence capture method	Examples of use	Notes on good practice
Audio files	Note taking e.g. reflective thoughts, tutor's observations, professional discussion records	<p>Avoid these being unnecessarily lengthy as this adds complexity to marking and moderation – capture the key aspects</p> <p>Avoid / minimise background noise</p> <p>Label files appropriately</p> <p>Add notes or transcripts to aid clarity</p>
Photographic images	Images of artefacts and products, completed work, records of tolerance measurements	<p>Make sure lighting and background is adequate, photographs show areas of particular interest for assessment.</p> <p>Ensure that digital photographs are of an appropriate resolution (suggested no lower than 200 dpi)</p> <p>Ensure that the files are commonly used, easily readable types (e.g. jpegs, PDFs)</p> <p>If there are a number of images, consider combining them as PDFs using a programme such as Acrobat</p> <p>Capture date and time.</p> <p>Add details such as 'before' 'after' or 'during' and the Task that each photo relates to.</p>

Appendix 2

Understanding the marking grid for synoptic assignments

(Please note – centres should refer to the specific marking grid in the relevant synoptic assessment pack)

How the marking grid supports consistent, valid marking

The marking grid is arranged by generic assessment objectives rather than by assignment task or unit learning outcome for two reasons.

First, there may be some flexibility for the centre to interpret the externally set assignment to better reflect local employment needs. Where this occurs, the evidence being marked will not be identical for all candidates for the qualification. To ensure standardisation of marking and to ensure the same characteristics are being considered for each candidate across variations in evidence it is necessary for the same marking grid to be used.

Secondly, where tasks or learning outcomes are separately assessed, and the marking guidance is separately produced for each, there is a risk that the candidate is repeatedly but unintentionally being attributed marks for the same characteristic. For example, breadth of knowledge may be favoured over depth of understanding (or vice versa), or the complex decision-making during practice, that requires application of knowledge and understanding, is missed if the marking focus is on practical skills.

The aim of this grid is to ensure a more balanced and consistent assessment across all of the required characteristics for all candidates. This also supports synoptic assessment, where the aim of drawing together knowledge and skills from across the qualification makes mapping to specific learning outcomes difficult as candidates may themselves interpret the brief differently and use their knowledge and skills in different ways.

How the grid is laid out

The marking grid is divided into a number of rows, each representing the assessment objective which is to be assigned marks.

Each row is divided into columns:

- The first column shows the weighting of the relevant AO
- The second row provides contextualised examples of the justifications the tutor may make about a piece of evidence when judging which band, the evidence falls. Where a band has been assigned a larger number of marks, for example more than five, a descriptor may be provided for the top and bottom of the band.

Columns three to five describe the marking bands and are further subdivided into two rows:

- The first row gives the number of marks available for the band as well as generic descriptions of performance in each band.
- The second row provides contextualised examples of the sorts of thoughts and justifications the tutor may make about a piece of evidence when judging into which band the evidence falls. Where a band has been assigned a larger number of marks, for example more than five, a descriptor may be provided for the top and bottom of the band. It is noted at the top of the grid that, for any AO, it is possible to assign zero marks, even though the first

It is noted at the top of the grid that, for any AO, it is possible to assign zero marks, even though the first band will always start at one.

Generic Assessment Objectives

For different qualifications, the balance of marks assigned to each assessment objective (AO) will vary depending on how important they are for that qualification.

Please note: Not all AOs are equal. Some may focus on higher level skills and so a candidate who shows high levels of recall (AO1) might not necessarily also show high levels of ability to bring it all together (AO4). The bands therefore do not relate to the standard expected for the grades pass, merit, distinction, but aim to support the standard allocation of marks at AO level.

Moderation will adjust centre marks where they do not align with the national standard, to ensure all candidates are represented on a single scale before a panel of independent awarders set boundaries for pass merit and distinction.

Clarification on the differences between assessment objectives is given below by describing precisely the characteristics that marking of that AO should focus on:

AO1	<p>Recalls knowledge from across the breadth of the qualification</p> <p>Security of factual knowledge base that is available to the candidate when presented with a problem. The candidate's ability to recall the specific knowledge that is important in relation to the context is what is being assessed</p>	<p>Focus on:</p> <ul style="list-style-type: none"> • relevant breadth and depth • accuracy/ correctness of content.
AO2	<p>Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification</p> <p>Security of understanding of the theories, concepts and processes that underpin the qualification</p> <p>Ability of the candidate to correctly apply or explain understanding in the specific context</p> <p>Ability of the candidate to make plausible adjustments to thinking that demonstrates understanding rather than recall or mimicry.</p> <p>This is about quality of understanding of individual concepts rather than recall of facts or ability to draw information together.</p>	<p>Focus on:</p> <ul style="list-style-type: none"> • security of understanding • accuracy, confidence in application • willingness to question/formulate new ideas in response to the brief.
AO3	<p>Ability of the candidates to carry out the practical and technical skills required by the qualification. For some areas this is typically ease of the hand eye coordination when using tools but could also relate to confidence in other skills for other areas, for example interpersonal skills.</p>	<p>Focus on:</p> <ul style="list-style-type: none"> • quality of skill, dexterity, familiarity, fluidity • ability to draw on practical experience to adjust practice to avoid or deal with complexity or problems.

AO4	<p>Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes</p> <p>Recognition of the subject as a whole, interconnected body of knowledge and skills</p> <p>The ability to use and integrate knowledge from across the qualification rather than compartmentalising learning within topic or unit.</p> <p>This is about the use of theory to assist implementation of skills, the combination of theory and concepts to address the context or to solve problems.</p>	<p>Focus on:</p> <ul style="list-style-type: none">• Integration, interplay of theories, concepts, skills having an impact on implementation.
AO5	<p>Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions</p> <p>Use of feedback for example sensory (looking, listening, feeling, tasting, smelling), measurements, tests or other feedback mechanisms to check quality in order to improve the outcome.</p> <p>This should include ensuring their actions support quality in the wider picture (for example meeting time commitments, ensuring their actions will enhance rather than have a detrimental impact on the work of others)</p> <p>This might typically be seen as care and attention, focus, engagement, with the aim to improve quality.</p> <p>In some areas might occur as much or more in the preparation as finishing. This is in part attitudinal relating to the persistence required to achieve high standards i.e. 'I think it's nearly there' rather than 'it's good enough' or 'that'll do'.</p>	<p>Focus on:</p> <ul style="list-style-type: none">• Evidence of repeated checking (for example to get right first time or to revise)• Precision, care, quality.

An overview of the marking grid

For any AO, 0 marks may be awarded where there is no evidence of worthy achievement.

%	Assessment Objective	Band 1 descriptor Poor to limited	Band 2 descriptor Fair to good	Band 3 descriptor Strong to excellent
15	<p>AO1 Recall of knowledge relating to the qualification LOs</p> <p>Does the candidate seem to have the full breadth and depth of taught knowledge across the qualification to hand?</p> <p>How accurate is their knowledge? Are there any gaps or misunderstandings evident?</p> <p>How confident and secure does their knowledge seem?</p>	<p>(1-4 marks)</p> <p>Recall shows some weaknesses in breadth and/or accuracy.</p> <p>Hesitant, gaps, inaccuracy</p>	<p>(5-8 marks)</p> <p>Recall is generally accurate and shows reasonable breadth. Inaccuracy and misunderstandings are infrequent and usually minor.</p> <p>Sound, minimal gaps</p>	<p>(9-12 marks)</p> <p>Consistently strong evidence of accurate and confident recall from the breadth of knowledge.</p> <p>Accurate, confident, complete, fluent, slick</p>
Examples of types of knowledge expected:				
25	<p>AO2 Understanding of concepts theories and processes relating to the LOs</p> <p>Does the candidate make connections and show causal links and explain why?</p> <p>How well theories and concepts are applied to new situations/ the assignment?</p> <p>How well chosen are exemplars – how well do they illustrate the concept?</p>	<p>(1-6 marks)</p> <p>Some evidence of being able to give explanations of concepts and theories. Explanations appear to be recalled, simplistic or incomplete.</p> <p>Misunderstanding, illogical connections, guessing,</p>	<p>(7-12 marks)</p> <p>Explanations are logical. Showing comprehension and generally free from misunderstanding but may lack depth or connections are incompletely explored.</p> <p>Logical, slightly disjointed, plausible,</p>	<p>(13-18 marks)</p> <p>Consistently strong evidence of clear causal links in explanations generated by the candidate. Candidate uses concepts and theories confidently in explaining decisions taken and application to new situations.</p> <p>Logical reasoning, thoughtful decisions, causal links, justified</p>
Examples of types of knowledge expected:				
Questions to use as prompts to focus marking	↑	Minimum and maximum marks available to allocate in the band	↑	Generic description of performance quality for the band
			↑	Guidance as to what the quality of performance might look like for this qualification
			↑	

About City & Guilds

Since 1878 we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We work with governments, organisations and industry stakeholders to help shape future skills needs across industries. We are known for setting industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We train teams, assure learning, assess cohorts and certify with digital credentials. Our solutions help to build skilled and compliant workforces.

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