

Adaptation addendum

Qualification reference number(s)	Qualification title(s)	
601/1622/5	NCFE Level 5 Diploma in Education and Training	
Adaptations		
Assessment	Current approach	Adaptation
Internal assessment: skills and knowledge	Assessed through portfolio of evidence. Guidance in our qualification specification sets out assessment criteria which must be met, and examples of the type of evidence which may be used to meet those criteria. It is already the case that other forms of evidence (i.e. not specifically listed in our guidance) may be used if they meet assessment criteria and can be internally and externally quality assured.	<p>All relevant qualification content must still be delivered and assessment criteria met. We believe that the flexibilities which centres already have with respect to the types of evidence they may use to meet assessment criteria are sufficient to mitigate Covid-related risks.</p> <p>We would encourage centres to consider how they might use alternative and / or digital solutions to gather and store evidence including, for example:</p> <ul style="list-style-type: none">• centre-set short response or multi-choice tests• professional discussion recordings• annotated learning plans• photos and videos. <p>We appreciate that to create and capture evidence for the skills aspect of these</p>

		<p>assessments, students may need access to specialist facilities / equipment.</p> <p>As our existing guidance permits, to mitigate Covid related challenges in accessing facilities / equipment, we would encourage centres to consider, for example:</p> <ul style="list-style-type: none"> • using digital solutions to capture evidence remotely where students can access required facilities / equipment away from the centre, but teaching staff cannot observe at that location • carefully considering how you schedule teaching, learning and assessment activity during the year, recognising that you may not be able to access specialist facilities / equipment in all weeks. <p>You can find further advice and guidance on the preparation of portfolios of evidence here.</p> <p>We will also continue to offer remote EQA reviews and further guidance on how to prepare for this can be found here.</p>
Observation of competence via workplace or mandatory work placement; essential e.g.	A number of our qualifications include mandated work placement components, e.g. due to licence to practice requirements for a	All relevant qualification content must still be delivered and assessment criteria met.

<p>due to licence to practice requirements in a given occupational area</p>	<p>given occupation, or to reflect the clear expectations of relevant industry sector partner organisations.</p> <p>Many of these qualifications do currently require that students complete a minimum number of placement hours – often to meet those externally set requirements.</p> <p>The amount and type of assessment included in work placements varies between qualifications – but will typically be a combination of internal skills and knowledge assessment activity (see above)</p>	<p>Note: centres may only use evidence from simulated activity to meet assessment criteria where the relevant qualification specifically permits it.</p> <p>As agreed by the Education and Training Foundation:</p> <p>It is in everyone's interest to maintain the rigour and quality of the DET as the recognised teaching qualification for the FE sector and as this, in normal times, means competence to deliver face to face teaching and training, and employers would expect such from a qualification holder, it should always be borne in mind that it is a priority to seek to maximise face to face opportunities and assessments, wherever possible.</p> <p>Therefore, in the case of the Diploma in Education and Training which is a large qualification, and opportunities for experience and assessment will extend through the year, centres should seek to delay such, insofar as possible, until face to face opportunities allow. Any deviations from the full qualification guidance should be the exception rather than the rule and every effort to be compliant should be made: these mitigations are to be applied in extremis.</p> <p>It should also be noted that as we are in a dynamic environment: these guidelines may</p>
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		<p>be subject to further review to ensure they are still appropriate.</p> <p>Under the current Covid-related circumstances, it is recommended that learners on two-year programmes be observed a maximum of four times in year one, and that the unit 'Developing teaching, learning and assessment in education and training' be delivered and assessed in year two, with knowledge units delivered at the start of the programme.</p> <p>Therefore, the current position is that centres should comply with the full guidance and 100 hours of teaching practice and 8 observations are required as previously.</p> <p>Should, however the current situation re restricted access to face to face teaching opportunities persist or there is a return to lockdown [local or otherwise] the following is permissible:</p> <ul style="list-style-type: none"> • The requirement for 100 hours teaching practice remains, however <ul style="list-style-type: none"> ○ This may include one to one, up to a maximum of 15 hours ○ This may include live remote delivery, i.e. delivery where the tutor and learners are simultaneously present online and engaged and there is live interaction
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