

Adaptation addendum

Qualification reference number(s)	Qualification title(s)	
601/4032/X	NCFE Level 3 Diploma in Management	
603/2998/1	NCFE Level 3 Diploma in Management Skills and Knowledge	
601/4033/1	NCFE Level 4 NVQ Diploma in Management	
603/2999/3	NCFE Level 5 Diploma in Management Skills and Knowledge	
601/8032/8	NCFE Level 5 Diploma in Principles of Management and Leadership	
601/4034/3	NCFE Level 5 NVQ Diploma in Management and Leadership	
Adaptations		
Assessment	Current approach	Adaptation
Internal assessment: skills and knowledge	<p>Assessed through portfolio of evidence. Guidance in our qualification specifications 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>	<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

		<ul style="list-style-type: none">• photos and videos. <p>We appreciate that to create and capture evidence for the skills aspect of these 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 expert witness testimonies to confirm the observation of student competence over time where direct observation is not possible• using observation of simulated activity to evidence the demonstration of competence where direct observation is not possible• 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
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		<p>you may not be able to access specialist facilities / equipment in all weeks.</p> <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>
<p>Observation of competence via workplace or mandatory work placement; essential e.g. due to licence to practice requirements in a given occupational area</p>	<p>A number of our qualifications include mandated work placement components, e.g. due to licence to practice requirements for a 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>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>Valid and reliable evidence of learner competence is required for units with competence based assessment criteria. Where possible assessor observation should be the primary source of evidence.</p> <p>Simulation can be used in place of actual work activity for units other than those stated within the associated assessment strategy however this should not be the main source of evidence for competence-based criteria.</p>