

QAN Number: NCFE Level 3 Award in Education and Training
601/1620/1

Adaptation addendum

Qualification title(s)	NCFE Level 3 Award in Education and Training
Qualification reference number(s)	601/1620/1
Summary of changes	<p>V1.0 - 22.02.21</p> <p>Updates to assessment in line with some external assessments now being cancelled. The new version number is to reflect 2021 updated template layout to include a mapping section for further unit level adaptations.</p> <p>Previous version title AT 60116201 L3 E and T.</p>

Qualification adaptation

Qualification title & QN	NCFE Level 3 Award in Education and Training (601/1620/1)
Learning Outcomes (LO) / Assessment Criteria (AC) Adaptations	<p>It has not been possible to reduce the required Rule of Combination as any changes in this area would largely impact on the integrity and purpose of the qualification.</p> <p>As this is a short qualification which is fully achievable within the existing adaptations, it has also not been deemed necessary to remove any further learning outcomes or assessment criteria.</p> <p>Learners are permitted access to alternative assessment approaches already contained within the start of this adaptation guidance document, where direct observation is not accessible.</p>

Assessment adaptation

Assessment	Approach following autumn 2020 adaptations	Additional adaptations for 2020/21
	<i>What we require for this type of assessment at present, including flexibilities already introduced in autumn 2020.</i>	<i>The additional flexibilities and adaptations that will apply during 2020-21.</i>
Internal assessment: skills and knowledge	<p>Internal assessment should continue remotely, where relevant, for all students where possible.</p> <p>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 enable most students to continue to mitigate the ongoing Covid related risks.</p> <p>We would also 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 assessments, students may need access to specialist facilities / equipment. 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 	<p>Internal assessment should continue remotely, where relevant, for all students where possible.</p> <p>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 enable most students to continue to mitigate the ongoing Covid related risks.</p> <p>We would also encourage centres to consider how they might use alternative and / or digital solutions to gather and store evidence.</p> <p>We appreciate that to create and capture evidence for the skills aspect of these assessments, students may need access to specialist facilities / equipment. 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

	<ul style="list-style-type: none"> • 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 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> <p>As agreed by the Education and Training Foundation:</p> <p>The micro teach may be a live remote session with AO approval.</p>	<ul style="list-style-type: none"> • 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.
Observation of competence via workplace or mandatory work placement; essential e.g. due to licence to practice requirements in a given occupational area	<p>Where the work placement is essential for occupational competency or licence to practice requirements, the relevant qualification content must still be delivered, and assessment criteria met.</p> <p>Students are still required to complete the work placement, but the focus should be on learning outcomes and evidencing competence. We have removed the requirement for students to complete a minimum number of placement hours, although hours should still be recorded.</p>	<p>Where the work placement is essential for occupational competency or licence to practice requirements, the relevant content must still be delivered, and assessment criteria met. It is not possible to award qualifications safely, reliably, and validly if key occupational skills have not been demonstrated and assessed.</p> <p>We have undertaken a full review of all assessments within this category. We have worked with sector bodies, regulators and other Awarding Organisations to review whether the work placement must still be completed and if so the number of placement hours required. We have</p>

		<p>also looked at additional flexibilities around simulation and direct observation.</p> <p>We have outlined within this adaptation addendum where it is possible to adopt alternative assessments methods to demonstrate some of the requisite practical skills. These adaptations could include expert witness testimony, simulation or reflective work accounts. Where it is not possible to adapt the assessment and workplace demonstration is still required, we have made it clear in this adaptation addendum</p>
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