

QAN Number: 501/0885/2

NCFE Level 3 Certificate in Assessing Vocational Achievement

Adaptation addendum

Qualification title(s)	NCFE Level 3 Certificate in Assessing Vocational Achievement
Qualification reference number(s)	501/0885/2
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 updated template layout to include a mapping section for further unit level adaptations.</p> <p>Previous version title AT 50108827 L3 Assessor.</p>

Qualification adaptation

Qualification title & QN	NCFE Level 3 Certificate in Assessing Vocational Achievement (501/0885/2)
Learning Outcomes (LO) / Assessment Criteria (AC) Adaptations	<p>This qualification contains mandatory units only, therefore 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 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 as at autumn 2020	Further adaptations applied in spring 2021
	<i>The requirements we set out for this assessment in autumn 2020, including any adaptations we applied at that point to support centres and students through the pandemic period.</i>	<i>Our current requirements for this assessment, including additional adaptations we have applied.</i>
Internal assessment: 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.</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>Internal assessment should continue remotely, where relevant, for all students where possible. Where internal assessment continues, all previously communicated adaptations still apply.</p> <p>Where permitted by regulatory and sector body guidance we have changed and/or removed qualification content, and therefore related assessment requirement, to allow more learners to complete qualifications. This has only been done where possible without undermining the purpose and validity of the qualification.</p>
Observation of competence via workplace or mandatory	Where the work placement is essential for occupational competency or licence to practice requirements, the	Where the work placement is essential for occupational competency or licence to practice requirements, the relevant content must still be delivered, and assessment

<p>work placement; essential e.g. due to licence to practice requirements in a given occupational area</p>	<p>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>As agreed by the Education and Training Foundation: Where possible in person observation should be undertaken but where this is impossible some adjustment may be made in line with the following guidance: It is recommended that to provide the best experience for students, conditions during learning programmes should be as real and as close as possible to those likely to be experienced during their careers. Whilst the current situation persists, live remote observation may be permitted providing all participants are present during the live observation (ie the person assessing the candidate assessor, the candidate assessor and the learner) and they have a clear view and are able to hear the detail of the assessment activity for the duration of the activity. Recordings of the live remote observation must be securely stored and made available for IQA and EQA purposes. Centres must have clear justifications for using live remote observations before proceeding with them. Additionally, recordings should be maintained such that evidence can be subject to EQA. It is recommended that centres start their programmes with the knowledge unit. It is strongly recommended that centres delay assessment until a suitable opportunity for face to face assessment does</p>	<p>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 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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	become available, and that delivery and assessment of the knowledge content is prioritised.	
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