

## Adaptation addendum

Qualification reference number(s)	Qualification title(s)	
600/2540/2	NCFE CACHE Level 2 Award in Food Safety in Health and Social Care and Early Years and Childcare Settings	
600/2541/4	NCFE CACHE Level 2 Award in Promoting Food Safety and Nutrition in Health and Social Care or Early Years and Childcare Settings	
Adaptations		
Assessment	Current approach	Adaptation
Internal assessment: skills and knowledge	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>All relevant qualification content must still be delivered and assessment criteria met.</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 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"> <li>• centre-set short response or multi-choice tests</li> <li>• professional discussion recordings</li> <li>• annotated learning plans</li> <li>• photos and videos.</li> </ul>

		<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"><li>• using expert witness testimonies to confirm the observation of student competence over time where direct observation is not possible</li><li>• using observation of simulated activity to evidence the demonstration of competence where direct observation is not possible</li><li>• 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</li><li>• 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.</li></ul> <p>You can find further advice and guidance on the preparation of portfolios of evidence <a href="#">here</a>.</p> <p>We will also continue to offer remote EQA reviews and further guidance on how to prepare for this can be found <a href="#">here</a>.</p>
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<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 1 and 2).</p>	<p>All relevant qualification content must still be delivered and assessment criteria met.</p> <p><b>Observations</b></p> <p>Competence based assessment requirements must include direct observation of performance of the student as the main source of evidence. Where it is deemed safe and appropriate following a robust COVID-19 risk assessment process, direct observation of performance remains the preferred method of assessment.</p> <p>Where it is not safe to gain direct observation of performance, the following approaches should be considered. A combination can be used to create a robust triangulation of performance-based evidence for the student.</p> <p><b>Expert Witness Testimony (EWT)</b></p> <p>The use of an expert witness is permitted to undertake and provide observations of performance of the student if an observation by a qualified assessor cannot be completed.</p> <p>An expert witness must:</p> <ul style="list-style-type: none"> <li>• have a working knowledge of the units for which they are providing expert testimony</li> <li>• be occupationally competent in their area for which they are providing expert testimony</li> <li>• have EITHER any qualification in assessment of workplace performance OR a work role which involves</li> </ul>
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		<p>evaluating the everyday practice of staff within their area of expertise.</p> <p>The use of an EWT should be determined and agreed by the assessor and final assessment decisions must be made by the qualified assessor.</p> <p>The EWT should be provided with induction, training and on-going support from the assessor/IQA that is timely, meaningful, and appropriate, in order to encourage the provision of a robust statement of the student's performance against agreed standards or criteria.</p> <p>A range of suitable EWTs should be explored with the student and workplace.</p> <p>Centres should enable EWTs to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include the use of voice and audio recordings, or through remote discussions where the main assessor could scribe the EWT contributions.</p> <p>Additionally, centres must adapt their Internal Quality Assurance strategies to ensure that Assessor judgements based on EWT are prioritised for standardisation and sampling activities.</p> <p><b>Remote technology</b></p> <p>It remains that video or audio streaming or recording should not be used where this compromises the privacy,</p>
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		<p>dignity or confidentiality of any individual, child or young person or family using services as a method of gaining performance evidence.</p> <p>The use of remote technologies could be considered to observe aspects of the student's performance where privacy, dignity or confidentiality of any individual, child or young person, or family using services is not compromised. For example, this may include on-line meetings and remote activities in which the student is contributing, and where the assessor could also attend remotely or observe through use of technology.</p> <p>If the centre is using remote technologies, then there is responsibility to ensure standardised approaches are adopted and reviewed which consider units and criteria of the qualification where this approach might be suitable.</p> <p>Application of assessment principles should remain central in the way evidence is agreed, planned, gained, and presented. If this method is being used, then a careful selection of appropriate assessment opportunities will need to be considered.</p> <p>Where it is not possible to use assessor observation in the workplace then observation of some work based activities may take place using remote technology. This methodology may ONLY be used where the activities to</p>
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		<p>be observed DO NOT involve children, young people and/or families.</p> <p>Remote technology could be used for the following activities:</p> <ul style="list-style-type: none"><li>• Assessment planning, feedback, and review</li><li>• Planning and/or review of the students training and development</li><li>• Planning of supervision/appraisal</li><li>• Professional discussion</li><li>• Planning and recording EWT</li><li>• Student reflection</li><li>• Team meetings – only aspects of the agenda that are general in nature e.g. not linked to the care of a specific care of an individual, child or young person, or their families</li></ul> <p><b>Use of Professional Discussion and Reflective Accounts</b></p> <p>Reflective Accounts of practice and Professional Discussions could be used to support other forms of evidence but are not direct evidence sources which can replace the observation requirement. These can be used to support the triangulation of evidence.</p> <p><b>Simulation</b></p>
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