

## Adaptation addendum

Qualification reference number(s)	Qualification title(s)	
601/2251/1	NCFE CACHE Level 3 Diploma in the Principles and Practice of Dental Nursing	
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.</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>Wherever we can do so without compromising student progression or wider regulatory requirements, we will look to:</p> <ul style="list-style-type: none"> <li>• remove the requirement that students complete a minimum number of placement hours, permitting centres flexibility to support students' progress outside of the work placement provided they demonstrate competence</li> <li>• require that centres do still record placement hours in the manner they otherwise would for the relevant qualification</li> <li>• encourage centres to use available flexibilities to capture evidence for students' portfolios or from observations.</li> </ul> <p>Note: centres may only use evidence from simulated activity to meet assessment criteria where the relevant qualification specifically permits it.</p> <p>The following guidance has been agreed with the General Dental Council and other AOs offering qualifications in Dental Nursing.</p> <p><b>Assessment of performance</b></p> <p>The current assessment strategy requires that observation by the Assessor is the primary source of assessment. Observation of practice by the Assessor in the workplace should continue where it is safe and appropriate to do so, following a robust Covid-19 risk assessment involving the centre. The outcomes of the risk assessment should be available and agreed by all parties.</p>
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Multiple Choice and Short Answer Questions	<p>A number of our qualifications include a Multiple Choice or Short Answer Question paper which is set by us and the completed assessments returned to us for marking. Centres must pick a set date and time for these external assessments to take place and they must be invigilated in accordance with our regulations for the conduct of external assessment.</p> <p>These assessments can all be sat on demand online and in some cases paper based.</p>	<p>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>We recognise that at different points throughout the year, centres may not be able to stage invigilated assessments as they normally would.</p> <p>To support centres further to the additional adaptations already confirmed, we:</p> <ul style="list-style-type: none"> <li>• have updated our <a href="#">special consideration process</a> to accommodate circumstances where students need to self-isolate and cannot attend scheduled assessments</li> </ul>

	<p>We have already allowed the following adaptations:</p> <ul style="list-style-type: none"><li>• <a href="#">invigilation exception request</a> which allows for you to apply for flexibility for Functional Skills</li><li>• <a href="#">updated assessment variation process</a> to allow for additional test centre locations.</li></ul>	<ul style="list-style-type: none"><li>• are currently in the process of developing our solution to remote invigilation that will enable students who cannot attend centres (e.g. because they need to self-isolate) to sit assessments remotely</li><li>• are forging a partnership that will enable centres to access a national network of test centres so that students can still sit invigilated assessments where centres' own facilities are inaccessible for pandemic-related reasons.</li></ul> <p>We will provide centres with more information on remote invigilation and the test centre network as soon as possible.</p>
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