

Adaptation addendum

| Qualification reference number(s) | Qualification title(s) | |
|---|--|---|
| 601/8437/1 | NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator) | |
| Adaptations | | |
| Assessment | Current approach | Adaptation |
| Internal assessment: skills and knowledge | <p>Assessed through portfolio of evidence.</p> <p>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.</p> <p>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"> • professional discussion recordings • annotated learning plans <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 • 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> |
| Work placement: essential due to licence to practice / evidence of competence | <p>This qualification includes 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</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"> • 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 • require that centres do still record placement hours in the manner they otherwise would for the relevant qualification. • encourage centres to use available flexibilities to capture evidence for students' portfolios or from observations. <p>Note: centres may only use evidence from simulated activity to meet assessment criteria where the relevant qualification specifically permits it.</p> |

| | |
|--|--|
| | <p>a combination of internal skills and knowledge assessment activity.</p> <p>We have prepared and published guidance for centres on preparing for placement here: https://www.cache.org.uk/placement-support/preparing-for-placement-early-years-and-childcare-learners.</p> <p>Guidance for work placements have been considered alongside sector body guidance for skills for care published here: https://skillsforcareanddevelopment.org.uk/wp-content/uploads/2020/08/Adoptions-to-Assessment-Principles-Covid-19.pdf</p> <p>For Early Years Educator Technical Levels - DfE principles in line with the EYE criteria. This document sets out those principles and approaches to unit/qualification assessment for qualifications approved by the National College for Teaching and Leadership (NCTL): https://www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria</p> <p>Observations</p> <p>Competence based assessment requirements must include direct observation of performance of the learner 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 learner.</p> <p>Expert Witness Testimony (EWT)</p> <p>The use of an expert witness is permitted to undertake and provide observations of performance of the learner if an observation by a qualified assessor cannot be completed.</p> <p>An expert witness must:</p> |
|--|--|

| | |
|--|---|
| | <ul style="list-style-type: none"> • have a working knowledge of the units for which they are providing expert testimony • be occupationally competent in their area for which they are providing expert testimony • have EITHER any qualification in assessment of workplace performance OR a work role which involves evaluating the everyday practice of staff within their area of expertise. <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 learner's performance against agreed standards or criteria.</p> <p>A range of suitable EWTs should be explored with the learner 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>Remote technology</p> <p>The use of remote technologies could be considered to observe aspects of the learner'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 learner is contributing, and where the assessor could also attend remotely or observe through use of technology.</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 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">• Assessment planning, feedback, and review• Planning and/or review of the learners training and development• Planning of supervision/appraisal• Professional discussion• Planning and recording EWT• Learner reflection• 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 <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>Use of Professional Discussion and Reflective Accounts</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>Simulation</p> <p>Due to COVID-19 , simulation has been agreed in exceptional circumstances- making bottle feeds, changing nappies.</p> <p>Placement hours should still be planned and documented clearly as required, but the focus is not on the hours or percentage it is around the judgement of competency for the Learner over the time of study at the relevant level. If the Learner has not reached the level of competency required, then further placement will need to be scheduled at a later date and therefore completion of qualification will be delayed.</p> <p>Placements need to be planned in early, in line with the qualification specification, phasing these in for the year 2 learners as a priority. Centres could consider block placement rather than weekly, especially for second year learners. This is to give all learners the best opportunity to meet the knowledge, skills and understanding of the mandatory Early Years Educator Criteria.</p> <p>Consideration on a case by case basis should be given for progressing learners from a level 2 to a level 3 early years/childcare qualification in the same sector. Placement hours may therefore be reduced, where learners have demonstrated level 3 skills/competencies within the level 2 qualification.</p> <p>Potential placement opportunities for learners</p> <p>These may include, but not limited to:</p> <p>Day nurseries, Nursery School, Preschools, Playgroups, Registered Childminders, Children's centres/Hubs</p> <p>Here are some of the good practice tips for centres to consider. These will help reassure employers and help you plan and prioritise the work placements for learners completing their qualifications in July 2021.</p> |
|--|--|--|

| | | |
|--|--|--|
| | | <ul style="list-style-type: none">• Centres must make use of Skills for Health (SfH) and Skills for Care (SfC) adaptations/flexibilities to assessment principles, where it is not safe to gain direct observation of performance as primary evidence• Make use of an Expert Witness Testimony and guide Expert Witnesses to provide valid evidence.• Use of remote technology where appropriate and following the SfC and SfH assessment principles adaptations/flexibilities• Working with employers to plan for placements. Centres to have a strategy in place for reducing the risk and following local protocols• Planning for placement and phasing these for Year 2 learners as a priority.• Consider block placements rather than weekly especially for second year learners• Supporting employers by preparing learners and assessors in infection prevention and control and associated risk assessments• Assessors/teachers/tutors to prioritise observations during visits and make use of outdoor environments to minimise risk especially in Childcare• Creating a bubble by using a single assessor/teacher/tutor for each setting rather than by learner, which limits the risk and allows assessors/teachers/tutors to see more learners during visit• Use of simulations where permitted in the individual unit guidance or qualification assessment strategy, however this cannot be used where interaction with individuals or children is required to achieve competence. |
|--|--|--|

| | | |
|------------------------|--|---|
| Task-based examination | <p>This qualification has task-based assessments that are completed over a period of time in an assessment window but must be invigilated.</p> <p>We have already updated our assessment variation process to allow centres to use additional test centre locations.</p> | <p>The task-based assessment must still be completed, but to provide additional flexibility we:</p> <ul style="list-style-type: none"> have updated our special consideration process to accommodate circumstances where students need to self-isolate and cannot attend scheduled assessments <p>More information can be found here.</p> <p>In addition, the DfE have confirmed that:</p> <ul style="list-style-type: none"> The scope of the adaptations for 2021 performance tables qualifications can be expanded to include all students who will be taking the assessments in 2020/21. An additional resit opportunity is now going to be permitted all PTQ students who received a calculated result in summer 2020 will have two opportunities to take the external assessment in 2020/21. Students who were not part of the summer 2020 cohort will also have two resit opportunities this academic year. |
|------------------------|--|---|