

## Adaptation addendum

Qualification reference number(s)	Qualification title(s)
600/6216/2	NCFE CACHE Level 2 Certificate in Healthcare Support Services
600/6218/6	NCFE CACHE Level 3 Diploma in Healthcare Support Services
600/6215/0	NCFE CACHE Level 3 Diploma in Clinical Healthcare Support
603/2414/4	NCFE CACHE Level 3 Diploma in Healthcare Support
603/3810/6	NCFE CACHE Level 5 Diploma for Assistant Practitioners in Healthcare
501/1258/2	NCFE CACHE Level 3 Diploma in Health and Social Care (Adults) for England
501/1258/2/DEM	NCFE CACHE Level 3 Diploma in Health and Social Care (Adults) for England (Dementia)
501/1258/2/LD	NCFE CACHE Level 3 Diploma in Health and Social Care (Adults) for England (Learning Disability)
603/2611/6	NCFE CACHE Level 2 Diploma in Care
603/2618/9	NCFE CACHE Level 3 Diploma in Adult Care
603/2614/1	NCFE CACHE Level 4 Diploma in Adult Care
601/5672/7	NCFE CACHE Level 4 Diploma in Adult Care (England)
603/2422/3	NCFE CACHE Level 5 Diploma in Leadership and Management for Adult Care
601/4312/5/AAP	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Adults' Advanced Practice)
601/4312/5/AM	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Adults' Management)
601/4312/5/ARM	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Adults' Residential Management)
601/4312/5/CYPAP	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Advanced Practice)
601/4312/5/CYPM	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Management)
601/4312/5/CYPRM	NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Residential Management)

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"> <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>You can find further advice and guidance on the preparation of portfolios of evidence <a href="#">here</a>.</p>
Observation of competence via workplace or mandatory work placement; essential e.g. due to licence to practice	<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>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>Adaptations should be applied in line with the joint Awarding Organisation's assessment mitigation centre guidance communication in relation to Covid-19 disruption, 2020-21 for Health and Social Care and Childcare/Early years.</p>

<p>requirements in a given occupational area</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.</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> <li>• work with employers to plan for placements. Centres to have a strategy in place for reducing the risk and following local protocols</li> <li>• consider block placements rather than weekly especially for second year students</li> <li>• encourage delivery staff to create a bubble by using a single assessor/teacher/tutor for each setting rather than by student, which limits the risk and allows assessors/teachers/tutors to see more students during visit.</li> </ul> <p><b>Observations</b> 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</p>
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		<p>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 evaluating the everyday practice of staff within their area of expertise.</li></ul> <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>
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