

Adaptation addendum

Qualification reference number(s)	Qualification title(s)	
601/4573/0	NCFE CACHE Level 3 Diploma in Montessori Pedagogy - Birth to Seven (Early Years Educator)	
601/5636/3	NCFE CACHE Level 3 Diploma in Holistic Baby and Child Care (Early Years Educator)	
601/3474/4	NCFE CACHE Level 3 Diploma for the Children and Young People's Workforce (England)	
601/8424/3	NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner	
601/4481/6	NCFE CACHE Level 4 Diploma in Montessori Pedagogy - Birth to Seven (Early Years Educator)	
601/5130/4	NCFE CACHE Level 4 Diploma in Steiner Waldorf Early Childhood Studies (Early Years Educator)	
601/7923/5	NCFE CACHE Level 5 Diploma in Steiner Waldorf Early Childhood Studies - Leadership and Management	
601/3395/8	NCFE CACHE Level 2 Certificate for the Children and Young People's Workforce (England)	
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	All relevant qualification content must still be delivered and assessment criteria met.

	<p>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>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"> • centre-set short response or multi-choice tests • professional discussion recordings • annotated learning plans • photos and videos. <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 • using observation of simulated activity to evidence the demonstration of competence where direct observation is not possible • using digital solutions to capture evidence remotely where students can access required facilities / equipment away from
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		<p>the centre, but teaching staff cannot observe at that location</p> <ul style="list-style-type: none"> 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>
<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</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>be a combination of internal skills and knowledge assessment activity (see 1 and 2).</p>	<ul style="list-style-type: none">• working with employers to plan for placements. Centres to have a strategy in place for reducing the risk and following local protocols• consider block placements rather than weekly especially for second year students• 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 student, which limits the risk and allows assessors/teachers/tutors to see more students during visit. <p>Observations 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. 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>Expert Witness Testimony (EWT) 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>
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