

Adaptation addendum

Qualification reference number(s)	Qualification title(s)	
603/3292/X	NCFE CACHE Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings	
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">• 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 the centre, but teaching staff cannot observe at that location • carefully considering how you schedule teaching, learning and assessment activity during the year, recognising that
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		<p>you may not be able to access specialist facilities / equipment in all weeks.</p> <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 practise requirements in a given occupational area</p>	<p>A number of our qualifications include mandated work placement components, e.g. due to licence to practise 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.</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

		<p>students' portfolios or from observations (see 1 and 2).</p> <p>Note: centres may only use evidence from simulated activity to meet assessment criteria where the relevant qualification specifically permits it.</p> <p>Professional Skills Records (PSR) At least one Professional Skills Record to be completed in full as detailed in the qualification specification, with a clear recording of placement hours in a real work environment. The learner must complete the exercises/activities for each of the themes within the Professional Skills Record/Profile within either an early years setting or a primary setting. The checklist within the PSR must be signed off by the Tutor/Assessor as well as the learner. The placement Supervisor/Mentor will contribute to the monitoring and achievement of skills, while the occupationally competent Tutor/Assessor will make the final assessment decision concerning the learner's competency.</p> <p>For flexibility it is acceptable for the second PSR to be completed using a mix of alternative assessment methods. Assessment methods such as role play, case studies, simulation, reflection, work products, professional discussions can be considered where full completion as detailed within the</p>
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		<p>qualification specification is unable to be achieved.</p> <p>Placement hours</p> <p>There is a requirement as detailed within the qualification specification to complete both placement in Early Years and Primary School settings, with a minimum requirement of 120 work placement hours in total (the qualification specification recommends learners undertake at least 200 hours of work). <i>Placement 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</i> over the time of study at the relevant level along with the successful completion of the Professional Skills Records as detailed above.</p> <p>The following guidance can help assist centres in preparing learners for placements.</p> <p>https://www.cache.org.uk/placement-support/preparing-for-placement-early-years-and-childcare-learners</p>
Set date assessments	<p>This qualification has external assessments that must be sat on a set date and time and at your centre.</p> <p>We have already allowed the following adaptations:</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</p>

	<ul style="list-style-type: none"> • updated our assessment variation process to allow centres to use additional test centre locations <p>We would encourage centres to think about how they might use the updated assessment variation process to help them mitigate risks to assessment, i.e. by identifying and nominating additional locations well ahead of assessments.</p> <p>We would also encourage centres, wherever possible, to work towards the earliest assessment date for their students – rather than planning toward additional, later dates. This will give students the best opportunity of completion in-year.</p>	<p>to stage invigilated assessments as they normally would.</p> <p>To support centres on top of the additional adaptations already confirmed, 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 • have action in hand to deliver as many set date assessments as possible through our online assessment platform • 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 • are also 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. <p>We will provide centres with more information on which assessments are / will be available through our online platform, our remote</p>
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		<p>invigilation and test centre network as soon as possible.</p> <p>In addition, the DfE have confirmed that an additional resit opportunity is now going to be permitted:</p> <ul style="list-style-type: none"> • The arrangements are to allow any student taking a performance tables qualification that will be awarded in summer 2021 to have two resit opportunities for an external assessment in 2020/21, if they have not already had a certificate awarded for the overall qualification in 2019/2020 session. This means, where students who have already had two attempts prior to the 2020/2021 session and who have not been certificated, that they will be permitted a further two resit attempts in the 2020/2021 session, allowing for a maximum of four attempts overall. • The decision refers solely to the 2020/21 year, since we do not yet know what the situation will be regarding the arrangements for performance tables qualifications in the 2021/22 academic year.
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