

## 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"> <li>• professional discussion recordings</li> <li>• annotated learning plans</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>• 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>
<p>Work placement: essential due to licence to practice / evidence of competence</p>	<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"> <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>a combination of internal skills and knowledge assessment activity.</p>	<p>We have prepared and published guidance for centres on preparing for placement here: <a href="https://www.cache.org.uk/placement-support/preparing-for-placement-early-years-and-childcare-learners">https://www.cache.org.uk/placement-support/preparing-for-placement-early-years-and-childcare-learners</a>.</p> <p>Guidance for work placements have been considered alongside sector body guidance for skills for care published here: <a href="https://skillsforcareanddevelopment.org.uk/wp-content/uploads/2020/08/Adaptions-to-Assessment-Principles-Covid-19.pdf">https://skillsforcareanddevelopment.org.uk/wp-content/uploads/2020/08/Adaptions-to-Assessment-Principles-Covid-19.pdf</a></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): <a href="https://www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria">https://www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria</a></p> <p><b>Observations</b> 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. 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><b>Expert Witness Testimony (EWT)</b> 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>
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<p>Task-based examination</p>	<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 <a href="#">assessment variation process</a> 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"> <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>More information can be found <a href="#">here</a>.</p> <p>In addition, the DfE have confirmed that an <b>additional resit opportunity</b> is now going to be permitted:</p> <ul style="list-style-type: none"> <li>• 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 <b>three attempts (including the safety net attempt)</b> prior to the 2020/2021 session and who have not been certificated, that they will be permitted a further <b>two</b> resit attempts in the 2020/2021 session, allowing for up to a maximum of <b>five</b> attempts overall.</li> <li>• 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.</li> </ul>
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