

Adaptation addendum**Summary of changes**

V3 12.01.21 – An adaptation to completing the longitudinal study has been developed. Four observations have been externally set and learners may use these observations to complete their evaluation.

V2 30.11.20 – updated information to include adaptations for longitudinal study

Qualification reference number(s)	Qualification title(s)	
601/2629/2	NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	
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 examples of the type of evidence which may be used to meet those criteria. 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.	All relevant qualification content must still be delivered and assessment criteria met. 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. We would encourage centres to consider how they might use alternative and / or digital solutions to gather and store evidence including, for example: <ul style="list-style-type: none"> • centre-set short response or multi-choice tests • professional discussion recordings • annotated learning plans

		<ul style="list-style-type: none">• 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 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 be a combination of internal skills and knowledge assessment activity (see 1 and 2).</p>	<p>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>Where qualifications include work placements which are essential to student progression, we've worked with relevant partner organisations to determine the most appropriate adaptation.</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 (see 1 and 2) • 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
---	--	---

		<ul style="list-style-type: none">• 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> <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
--	--	---

		<ul style="list-style-type: none">• 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 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> <p>A range of suitable EWTs should be explored with the student 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 It remains that video or audio streaming or recording should not be used where this compromises the privacy, dignity or</p>
--	--	--

		<p>confidentiality of any individual, child or young person or family using services as a method of gaining performance evidence.</p> <p>The use of remote technologies could be considered to observe aspects of the student'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 student is contributing, and where the assessor could also attend remotely or observe through use of technology.</p> <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>Use of Professional Discussion and Reflective Accounts 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 Due to COVID-19 , simulation has been agreed in exceptional circumstances- making bottle feeds, changing nappies.</p>
--	--	---

		<p>Note: centres may only use evidence from simulated activity to meet assessment criteria where the relevant qualification specifically permits it.</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 Student over the time of study at the relevant level. If the Student 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 students as a priority. Centres could consider block placement rather than weekly, especially for second year students. This is to give all students 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 students from a level 2 to a level 3 early years/childcare qualification in the same sector. Placement hours may therefore be reduced, where students have demonstrated level 3 skills/competencies within the level 2 qualification.</p>
--	--	---

		<p>Longitudinal Study Unit 3.15 Use longitudinal studies to observe, assess and plan for children’s needs</p> <p>This unit may be difficult for learners to achieve due to limited placement or models of placement attendance due to COVID 19 restrictions. With that in mind an adaptation to completing the longitudinal study has been developed.</p> <p>Four observations have been externally set and learners may use these observations to complete their evaluation. Skills of observation will already have been assessed as part of this qualification, and it is the evaluation required within Unit 3.15 that is assessed on this occasion. Learners are still required to complete the individual evaluations in line with the requirements of assessment.</p> <p>This adaptation should only be used where placement has been interrupted and the collation of observations as part of the longitudinal study have not been possible. Each learner must have knowledge, understanding and skills of the observation cycle when working with babies and young children in line with the current statutory early years framework and provide evidence of this as part of previous assessment for Unit 3.14 in order to meet the Early Years Educator criteria.</p> <p>Details of the Longitudinal Study adaptation can be found on the qualifications’ webpage on our website under ‘Adaptations’.</p>
--	--	---

		<p>Potential placement opportunities for students</p> <p>These may include, but not limited to: Day nurseries, Nursery School, Preschools, Playgroups, Registered Childminders, Children’s centres/Hubs</p> <p>The following guidance can help assist centres in preparing students for placements.</p> <p>https://www.cache.org.uk/placement-support/preparing-for-placement-early-years-and-childcare-students</p> <p>The following guidance from Skills for Care will also support centres:</p> <p>https://skillsforcareanddevelopment.org.uk/wp-content/uploads/2020/08/Adaptions-to-Assessment-Principles-Covid-19.pdf</p>
--	--	--