

QAN Number: 603/2474/0

NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges

Adaptation addendum

Qualification title(s)	NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges
Qualification reference number(s)	603/2474/0
Summary of changes	<p>V1.0 - 22.02.21</p> <p>Updates to assessment in line with some external assessments now being cancelled. The new version number is to reflect 2021 updated template layout to include a mapping section for further unit level adaptations.</p> <p>Previous version title 'AT 60324740 NCFE CACHE L4 Cert Ad Practitioner V2'.</p>

Qualification adaptation

Qualification title & QN	NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges 603/2474/0
Learning Outcomes (LO) / Assessment Criteria (AC) Adaptations	<p>It has not been possible to reduce the required Rule of Combination as any changes in this area would largely impact on the integrity and purpose of the qualification.</p> <p>As this qualification is completed in the workplace it is fully achievable within the existing adaptations, it has not been deemed necessary to remove any further learning outcomes or assessment criteria.</p> <p>Learners are permitted access to alternative assessment approaches already contained within the start of this adaptation guidance document, where direct observation is not accessible.</p>
Achievement of the overall qualification grade	Where a certificate is awarded this year, we will ensure that this is issued as normal and does not refer on the certificate that the result has been determined under the alternative regulatory arrangements.

Assessment adaptation

Assessment	Approach following autumn 2020 adaptations	Additional adaptations for 2020/21
	<p><i>What we require for this type of assessment at present, including flexibilities already introduced in autumn 2020.</i></p>	<p><i>The additional flexibilities and adaptations that will apply during 2020-21.</i></p>
<p>Internal assessment: skills and knowledge</p>	<p>Internal assessment should continue remotely, where relevant, for all students where possible.</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 enable most students to continue to mitigate the ongoing Covid related risks.</p> <p>We would also 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. As our existing guidance permits, to mitigate Covid related</p>	<p>Internal assessment should continue remotely, where relevant, for all students where possible. Where internal assessment continues, all previously communicated adaptations still apply.</p>

	<p>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;</p>	<p>Where the work placement is essential for occupational competency or licence to practice requirements, the relevant</p>	<p>Where the work placement is essential for occupational competency or licence to practice requirements, the relevant content must still be delivered, and assessment criteria met. It is not possible to award</p>

<p>essential e.g. due to licence to practice requirements in a given occupational area</p>	<p>qualification content must still be delivered, and assessment criteria met.</p> <p>Students are still required to complete the work placement, but the focus should be on learning outcomes and evidencing competence. We have removed the requirement for students to complete a minimum number of placement hours, although hours should still be recorded.</p> <p>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>Observations</p> <p>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.</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 learner.</p> <p>Expert Witness Testimony (EWT)</p> <p>The use of an expert witness is permitted to undertake and provide observations of</p>	<p>qualifications safely, reliably, and validly if key occupational skills have not been demonstrated and assessed.</p> <p>We have undertaken a full review of all assessments within this category. We have worked with sector bodies, regulators and other Awarding Organisations to review whether the work placement must still be completed and if so the number of placement hours required. We have also looked at additional flexibilities around simulation and direct observation.</p> <p>The adaptations below apply to work-based learning qualifications requiring the proof of competence in Healthcare, Health & Social Care, Adult Care, Early Years and Children and Young People’s Workforce:</p> <p>Observations</p> <p>Skills-based competencies must include direct observation of the learner’s performance as the main source of evidence and assessment method. This must only be carried out by a centre based assessor, where it is deemed safe and appropriate following a robust COVID-19 risk assessment process, which takes into account all relevant and current guidance and national/local directives.</p> <p>Where it is not safe to gain direct observation of performance by the assessor, the following approaches should be considered - a combination should be used to create a robust triangulation of performance-based evidence for the learner.</p> <p>Expert Witness Testimony (EWT)</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>
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	<p>performance of the learner 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 • 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 use of an EWT should be determined and agreed by the assessor and final assessment decisions must be made by the qualified assessor.</p> <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 learner's performance against agreed standards or criteria.</p> <p>A range of suitable EWTs should be explored with the learner 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</p>	<ul style="list-style-type: none"> • have a working knowledge of the units for which they are providing Expert Witness Testimony • be occupationally competent in their area for which they are providing Expert Witness 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 Expert Witness must be provided with induction, training and ongoing 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. Centres must retain records on the occupational competence of Expert Witnesses. Suitable Expert Witnesses should be explored with the learner and the workplace.</p> <p>Centres should enable Expert Witnesses to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include:</p> <ul style="list-style-type: none"> • the use of voice and audio recordings, or • through remote discussions where the main assessor could scribe the Expert Witness contributions (for example via Teams or Zoom), or • over the telephone where the assessor could scribe the testimony. <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>The use of Professional Discussion and Reflective Accounts can be used to support other forms of evidence but are not direct evidence sources</p>
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	<p>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</p> <p>The use of remote technologies could be considered to observe aspects of the learner’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 learner is contributing, and where the assessor could also attend remotely or observe through use of technology.</p> <p>Where it is not possible to use assessor observation in the workplace then observation of some work based activities may take place using remote technology. This methodology may ONLY be used where the activities to be observed DO NOT involve children, young people and/or families.</p> <p>Remote technology could be used for the following activities:</p>	<p>which can replace the observation requirement. These can be used to support the triangulation of evidence.</p> <p>Remote Technology</p> <p>The use of remote technology is prohibited within early years, schools, childcare and health and social care settings where there is a potential risk of users of the service or their carers/ families being inadvertently seen or heard. This includes the use of all recording and streaming devices such as iPads, mobile phones, laptops and tablets. Please note that technology must not be used to view assessments remotely, even when not recording. For example, Assessors cannot complete remote observations to prove competency by viewing learners ‘live’ using remote technology.</p> <p>The use of remote technologies could be considered to support aspects of the student’s performance. For example,</p> <ul style="list-style-type: none"> • this may include planning sessions • 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. • assessment planning and feedback • professional discussions • planning for supervision • team meetings where the information shared is not confidential and the appropriate consent has been given <p>In these examples, the learner MUST be in an environment away from any service users. The use of technologies could also be considered for capturing Expert Witness Testimonies.</p>
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	<ul style="list-style-type: none"> • Assessment planning, feedback, and review • Planning and/or review of the learners training and development • Planning of supervision/appraisal • Professional discussion • Planning and recording EWT • Learner reflection • Team meetings – only aspects of the agenda that are general in nature e.g. not linked to the care of a specific care of an individual, child or young person, or their families <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>Application of assessment principles should remain central in the way evidence is agreed, planned, gained, and presented. If this method is being used, then a careful selection of appropriate assessment opportunities will need to be considered.</p> <p>Use of Professional Discussion and Reflective Accounts</p> <p>Reflective Accounts of practice and Professional Discussions could be used to support other forms of evidence but are not</p>	<p>Simulation</p> <p>Assessors will find useful information about simulation and where it is permitted within each Qualification Specification in the individual unit guidance or qualification assessment documentation on our website.</p> <p>Work Products</p> <p>A work product is a resource which is naturally generated within the real work environment, produced or contributed to by the learner and used in the learners' job role. Work products can be used to provide some evidence of competency if direct observation is not possible. The work products can be used to inform a professional discussion and support the learner to show competence, examples of work products include:</p> <ul style="list-style-type: none"> • reports • non-confidential documents used in carrying out day to day activities • contribution towards policies and procedures
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	<p>direct evidence sources which can replace the observation requirement. These can be used to support the triangulation of evidence</p> <p>Simulation</p> <p>Due to COVID-19 , simulation has been agreed in exceptional circumstances.</p> <p>Placement hours</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 Learner over the time of study at the relevant level. If the Learner 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 learners as a priority. Centres could consider block placement rather than weekly, especially for second year learners.</p> <p>Consideration on a case-by-case basis should be given for progressing learners from a level 2 to a level 3 childcare qualification in the same sector.</p> <p>Placement hours may therefore be reduced, where learners have demonstrated level 3</p>	
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	<p>skills/competencies within the level 2 qualification.</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> <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>	
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