

QAN Number: 600/1884/7

NCFE CACHE Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings

### Adaptation addendum

Qualification title(s)	NCFE CACHE Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings
Qualification reference number(s)	600/1884/7
Summary of changes	V1.0 - 22.02.21 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. Previous version title 'AT 60018847 Assist Move Care'

### Qualification adaptation

Qualification title & QN	<b>NCFE CACHE Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings (600/1884/7)</b>
Rule of Combination and Learning Outcomes (LO) / Assessment Criteria (AC) Adaptations	<p>These qualifications have shared units/content across other Awarding Organisations which have been agreed by the relevant sector bodies therefore it has not been possible to remove any learning outcomes/assessment criteria (or reduce the required Rules of Combination) as any changes in this area would largely impact on the integrity and purpose of the qualification.</p> <p>Learners are permitted access to alternative assessment approaches already contained within this adaptation guidance document, where direct observation is not accessible.</p>

**Assessment adaptation**

Assessment	Approach following autumn 2020 adaptations	Additional adaptations for 2020/21
	<i>What we require for this type of assessment at present, including flexibilities already introduced in autumn 2020.</i>	<i>The additional flexibilities and adaptations that will apply during 2020-21.</i>
Internal assessment: skills and knowledge	<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"> <li>• centre-set short response or multi-choice tests</li> <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. 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> </ul>	Internal assessment should continue remotely, where relevant, for all students where possible. Where internal assessment continues, all previously communicated adaptations still apply.

	<ul style="list-style-type: none"> <li>• using observation of simulated activity to evidence the demonstration of competence where direct observation is not possible</li> <li>• 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</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>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>All relevant qualification content must still be delivered and assessment criteria met.</p> <p>We have worked as part of a Joint Awarding Organisation Quality Group and with Skills for Care and Skills for Health to agree adaptations.</p> <p>Adaptations should be applied in line with the joint Awarding Organisation’s assessment mitigation centre guidance communication in relation to Covid-19 disruption, 2020-21 for Health and Social Care and Childcare/Early years.</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 qualifications safely, reliably, and validly if key occupational skills have not been demonstrated and assessed.</p> <p><b>The adaptations below apply to work-based learning qualifications requiring the proof of competence in Healthcare, Health &amp; Social Care, Adult Care, Early Years and Children and Young People’s Workforce:</b></p> <p><b>Observations</b></p> <p>Skills-based competencies must include direct observation of the learner’s performance as the main</p>

		<p>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><b>Expert Witness Testimony (EWT)</b></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> <ul style="list-style-type: none"><li>• have a working knowledge of the units for which they are providing Expert Witness Testimony</li><li>• be occupationally competent in their area for which they are providing Expert Witness Testimony</li><li>• 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.</li></ul> <p>The Expert Witness must be provided with induction, training and ongoing support from the assessor/IQA that</p>
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		<p>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"><li>• the use of voice and audio recordings, or</li><li>• through remote discussions where the main assessor could scribe the Expert Witness contributions (for example via Teams or Zoom), or</li><li>• over the telephone where the assessor could scribe the testimony.</li></ul> <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 which can replace the observation requirement. These can be used to support the triangulation of evidence.</p>
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		<p><b>Remote Technology</b></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 <b>could</b> be considered to support aspects of the student's performance. For example,</p> <ul style="list-style-type: none"><li>• this may include planning sessions</li><li>• 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.</li><li>• assessment planning and feedback</li><li>• professional discussions</li><li>• planning for supervision</li><li>• team meetings where the information shared is not confidential and the appropriate consent has been given</li></ul> <p>In these examples, the learner <b>MUST</b> 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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