

603/2496/X Level 3 Diploma in Supporting Teaching and Learning (310 GLH), 603/2498/3 NCFE CACHE Level 3 Certificate in Supporting Teaching and Learning (210 GLH)

Adaptation addendum

Qualification reference number(s)	Qualification title(s)
603/2498/3	NCFE CACHE Level 3 Certificate in Supporting Teaching and Learning
603/2496/X	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning
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 50097453 STL occ comp V2'</p>

Qualification adaptation

Qualification title & QN	NCFE CACHE Level 3 Certificate in Supporting Teaching and Learning (603/2498/3)
Rule of Combination and Learning Outcomes (LO) / Assessment Criteria (AC) Adaptations	<p>This qualification contains mandatory units only and shares units with the Level 3 Diploma in Supporting Teaching and Learning which is mapped to an apprenticeship standard, therefore it has not been possible to reduce the required rule of combination (or to remove any further learning outcomes or assessment criteria) 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 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.

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Qualification title & QN	NCFE CACHE Level 3 Diploma in Supporting Teaching and Learning (603/2498/3)
Rule of Combination and Learning Outcomes (LO) / Assessment Criteria (AC) Adaptations	<p>This qualification contains mandatory units only and is mapped to an apprenticeship standard, therefore it has not been possible to reduce the required rule of combination (or to remove any further learning outcomes or assessment criteria) 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 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
	<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>	Internal assessment should continue remotely, where relevant, for all students where possible. Where internal assessment continues, all previously communicated adaptations still apply.

	<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 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>	
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	<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>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 students' portfolios or from observations (see 1 and 2). <p>Note: centres may only use evidence from simulated activity to meet assessment criteria where the relevant qualification specifically permits it.</p> <p>Observations</p> <p>Competence based assessment requirements must include direct observation of performance of the learner</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>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>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>as the main source of evidence by the Teacher/Tutor/Assessor.</p> <p>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 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 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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	<p>be observed DO NOT involve children, young people and/or families.</p> <p>Remote technology could be used for the following activities:</p> <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 direct evidence sources which can</p>	
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	<p>replace the observation requirement. These can be used to support the triangulation of evidence.</p> <p>Potential placement opportunities for learners</p> <p>These may include, but not limited to:</p> <p>Primary, Secondary, Special schools, Colleges, Buddy mentoring</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 (if applicable). 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 qualification in the same sector. Placement hours may therefore be reduced, where learners have demonstrated level 3 skills/competencies within the level 2 qualification (If applicable).</p> <p>Additional information</p> <p>The following guidance can help support centres when preparing for placements.</p>	
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	<p>https://www.cache.org.uk/placement-support/preparing-for-placement-supporting-teaching-and-learning-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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