

(603/2414/4) NCFE CACHE Level 3 Diploma in Healthcare Support, (603/2611/6) NCFE CACHE Level 2 Diploma in Care, (603/2618/9) NCFE CACHE Level 3 Diploma in Adult Care, (603/2614/1) NCFE CACHE Level 4 Diploma in Adult Care, (603/2422/3) NCFE CACHE Level 5 Diploma in Leadership and Management for Adult Care, (603/3810/6) NCFE CACHE Level 5 Diploma for Assistant Practitioners in Healthcare

Adaptation addendum

Qualification reference number(s)	Qualification title(s)
603/2414/4	NCFE CACHE Level 3 Diploma in Healthcare Support
603/2611/6	NCFE CACHE Level 2 Diploma in Care
603/2618/9	NCFE CACHE Level 3 Diploma in Adult Care
603/2614/1	NCFE CACHE Level 4 Diploma in Adult Care
603/2422/3	NCFE CACHE Level 5 Diploma in Leadership and Management for Adult Care
603/3810/6	NCFE CACHE Level 5 Diploma for Assistant Practitioners in Healthcare
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 50112582 Healthcare and Social Care Competence V3'</p>

Qualifications adaptation

<p>Rules of Combination/ Learning Outcomes (LO) / Assessment Criteria (AC) Adaptations</p>	<p>These qualifications sit within an Apprenticeship Standard and have shared units/content across other Awarding Organisations which have been agreed by the relevant sector bodies therefore it has not been possible to reduce the required Rule of Combination (or to remove any further learning outcomes/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 this adaptation guidance document, where direct observation is not accessible.</p>
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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"> • centre-set short response or multi-choice tests • professional discussion recordings • annotated learning plans. <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>	<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>Where permitted by regulatory and sector body guidance we have changed and/or removed qualification content, and therefore related assessment requirement, to allow more learners to complete qualifications. This has only been done where possible without undermining the purpose and validity of the qualification.</p>

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	<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>All relevant qualification content must still be delivered and assessment criteria met.</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>The adaptations below apply to work-based learning qualifications requiring the proof of competence in</p>

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	<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 • work 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 • encourage delivery staff to create a bubble by using a single assessor/teacher/tutor for each setting rather than by student, which limits the risk and 	<p>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> <ul style="list-style-type: none"> • have a working knowledge of the units for which they are providing Expert Witness Testimony
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	<p>allows assessors/teachers/tutors to see more students during visit.</p> <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.</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 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 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.
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	<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>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> <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>
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	<p>Remote technology</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, service user, 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</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 replace the observation requirement. These can be used to support the triangulation of evidence.</p> <p>Simulation</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> <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 strategy 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</p>
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	<p>Due to COVID-19, simulation has been agreed in exceptional circumstances. 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.</p> <p>Consideration on a case by case basis should be given for progressing students from a level 2 to a level 3 qualification in the same sector.</p> <p>Placement hours may therefore be reduced, where students have demonstrated level 3 skills/competencies within the level 2 qualification.</p>	<p>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 <p>Adaptations should also be applied in line with the 'HSC, Early Years and Childcare - Joint AO Adaptation Guidance 2021' document that can be found on our website.</p>
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	<p>Potential placement opportunities for students</p> <p>These may include, but not limited to:</p> <ul style="list-style-type: none">• Residential Care Home• Nursing Home• Day Centre• Children's Centre/Hubs• Health Centre• Supported/Sheltered• Accommodation• Domiciliary/Community care• Respite Care• Residential Schools• Assessment Centre• Special Schools• Hospital• Specialised Voluntary Groups• Social Enterprise Services <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-health-and-social-care-learners</p>	
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