

## NCFE CACHE Level 2 Award in Supporting Individuals with Learning Disabilities (600/4041/5)

### Adaptation addendum

Qualification title(s)	NCFE CACHE Level 2 Award in Supporting Individuals with Learning Disabilities
Qualification reference number(s)	600/4041/5
Summary of changes	V1.0 - 22.02.21  The new version number is to reflect 2021 updated template layout to include further information on alternative arrangements for awarding in 2020/21. Previous version title AT 60040415 L2 A Supporting Individuals with LDs
Qualification Purpose	This qualification provides learners with the opportunity to develop their knowledge and skills around supporting individuals with learning disabilities. It is aimed at learners who support individuals with learning disabilities as part of their job role.

### 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>Internal assessment should continue remotely, where relevant, for all students where possible. Where internal assessment continues, all previously communicated adaptations still apply.</p> <p>This qualification is in scope for alternative arrangements and if required can be awarded via an assessed grade from the centre. The minimum evidence threshold requirements are outlined in our</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><li>• photos and videos.</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><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>	<b>Approach to Alternative Awarding Arrangements 2020/21.</b>
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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 <a href="#">here</a>.</p>	
<p>Observation of skills via work placement: optional part of qualification</p>	<p>This qualification includes optional work placement components, used to support teaching, learning, formative and summative assessment.</p> <p>Where placements are optional, we do not typically require that students complete a minimum number of placement hours. Rather we want to see the placement supports students' progress.</p> <p>We do require that placement hours are recorded, and recommend that students complete a professional skills record – and are observed during the placement – wherever possible.</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.</p>	<p>Tutors have the flexibility to deliver this qualification as knowledge only through the selection of appropriate optional units and therefore it is correct that no placement is mandated but where Centre's have selected optional units with skills-based outcomes these should be met in line with Skills for Care and Development's assessment principles.</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 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 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.</p>
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		<p>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> <p><b>Simulation</b></p> <p>Assessors will find useful information about simulation and where it is permitted within each Qualification Specification in the individual unit guidance or</p>
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		<p>qualification assessment strategy documentation on our website.</p> <p><b>Work Products</b></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"><li>• reports</li><li>• non- confidential documents used in carrying out day to day activities</li><li>• contribution towards policies and procedures</li></ul> <p><b>Placement hours</b></p> <p>Centres may:</p> <ul style="list-style-type: none"><li>• use alternative assessment methods using triangulation of evidence to ensure that all the criteria associated with work experience is evidenced</li><li>• reduce the number of placement hours required based on what evidence learners have already had assessed.</li><li>• Centres MUST confirm that ALL Learning Outcomes and Assessment Criteria have been</li></ul>
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		<p>evidenced and assessed as being met, before learners can be certificated.</p> <p>Adaptations should also be applied in line with the <b>'HSC, Early Years and Childcare - Joint AO Adaptation Guidance 2021'</b> document that can be found on our website.</p>
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