

QAN Number: 603/4724/7

NCFE CACHE Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland)

### Adaptation addendum

Qualification title(s)	NCFE CACHE Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland)
Qualification reference number(s)	603/4724/7
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 60344015 NI.

### Qualification adaptation

Qualification title & QN	NCFE CACHE Level 3 Diploma in Health and Social Care (Adults) (Northern Ireland) (603/4724/7)
Existing rule of combination	This qualification confirms competence. 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. For the same reason, it has not been deemed appropriate to remove any further learning outcomes or assessment criteria. Learners are permitted access to alternative assessment approaches already contained within the start of this adaptation guidance document, where direct observation is not accessible.

### 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>

<p>Internal assessment: skills and knowledge</p>	<p>All relevant qualification content must still be delivered and assessment criteria met.</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 mitigate Covid-related risks. We would 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>You can find further advice and guidance on the preparation of portfolios of evidence <a href="#">here</a>.</p> <p>Adaptations for competence-based aspects of the qualifications should be applied in line with the Assessment mitigation centre guidance for Wales and Northern Ireland document.</p> <p>The full guidance regarding use of expert witness testimonies, use of technology, triangulation of evidence and simulation can be found <a href="#">here</a>.</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>Observation of competence via workplace or mandatory work placement; essential e.g. due to licence to practice</p>	<p>A number of our qualifications include mandated work placement components, e.g. due to licence to practice requirements for a given occupation, or to reflect the clear expectations of relevant industry sector partner organisations.</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>requirements in a given occupational area</p>	<p>Many of these qualifications do currently require that students complete a minimum number of placement hours – often to meet those externally set requirements. 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>All relevant qualification content must still be delivered and assessment criteria met. Adaptations should be applied in line with the Assessment mitigation centre guidance for Wales and Northern Ireland document. The full guidance regarding use of expert witness testimonies, use of technology, triangulation of evidence and simulation can be found <a href="#">here</a>.</p> <p>All relevant qualification content must still be delivered and assessment criteria met. Adaptations should be applied in line with the Assessment mitigation centre guidance for Wales and Northern Ireland document. The full guidance regarding use of expert witness testimonies, use of technology, triangulation of evidence and simulation can be found <a href="#">here</a>.</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 &amp; Social Care, Adult Care, Early Years and Children and Young People’s Workforce and should be applied in line with the <b>QW &amp; CCEA Joint AO Adaptation Guidance</b> document that can be found on our website.</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>
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		<p>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 qualification assessment documentation on our website.</p>
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		<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>
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