

NCFE CACHE Level 3 Certificate in Childcare and Education (601/3999/7)

Adaptation addendum

Qualification title(s)	NCFE CACHE Level 3 Certificate in Childcare and Education
Qualification reference number(s)	601/3999/7
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 60139997 60140008EYE_Childcare & Education V2.
Qualification Purpose	The Level 3 Certificate in Childcare and Education prepares learners for Level 3 Diploma in Childcare and Education (Early Years Educator). It provides learners with knowledge with children from birth to 7 years and practical experience working with children from birth to 5 years.

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. Whilst the next phase of the Ofqual consultation continues throughout March,</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• 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>	<p>we will work together with Ofqual, sector partners and other awarding organisations to agree common approaches to setting minimum evidence thresholds for an assessed grade from the centre for this/these qualification(s) and will confirm this by updating this addenda early April. In the meantime, teaching and learning should continue as much as possible as all completed work would form the basis of an assessed grade from the centre.</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 • working with employers to plan for placements. Centres to have a strategy in place for reducing the risk and following local protocols 	<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 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>

	<ul style="list-style-type: none"> • consider block placements rather than weekly especially for second year students • assessors/teachers/tutors to prioritise observations during visits and make use of outdoor environments to minimise risk especially in Childcare • creating a bubble by using a single assessor/teacher/tutor for each setting rather than by student, which limits the risk and allows assessors/teachers/tutors to see more students during visit. <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. 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)</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 • 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>
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	<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 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 EWT should be confident in expectation and provided with 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</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. <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>
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	<p>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>Remote technology The use of remote technologies could be considered to observe aspects of the student's performance where privacy, dignity or confidentiality of any individual, child or 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 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>	<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> <p>Simulation 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 or adaptation/risk rated mapping (for EYE/EYP qualifications) documentation on our website.</p>
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	<p>replace the observation requirement. These can be used to support the triangulation of evidence.</p> <p>Simulation Due to COVID-19 , simulation has been agreed in exceptional circumstances- making bottle feeds, changing nappies.</p> <p>Potential placement opportunities for students</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 early years/childcare qualification in the same sector.</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 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>Placement hours</p> <p>The following adaptations may apply:</p> <ul style="list-style-type: none"> • mandated placement hours in work based and license to practice qualifications are relaxed so giving learners a greater chance to achieve the qualification within a limited placement experience when they are not employed in the setting • adapting guidance regarding the requirement for the learner to have experience and evidence of working with more than one age group of children • 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
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	<p>Placement hours may therefore be reduced, where students have demonstrated level 3 skills/competencies within the level 2 qualification.</p> <p>These may include, but not limited to: Day nurseries, Nursery School, Preschools, Playgroups, Registered Childminders, Children's centres/Hubs</p> <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-early-years-and-childcare-students</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>	<p>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 the qualification will be delayed</p> <ul style="list-style-type: none"> • placements need to be planned in early, in line with the qualification specification • reduce the number of placement hours required based on what evidence learners have already had assessed. <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>
Controlled assessment	<p>These assessments are completed in a set number of hours and the centre arranges supervised periods of external assessment within a set window.</p> <p>We have updated our assessment variation process to allow centres to use additional test centre locations.</p>	<p>Where they can be delivered in line with public health guidelines, controlled components will continue to proceed.</p> <p>Where assessments continue, all relevant qualification content must still be delivered, and assessment criteria met.</p>