

QRN Number & Qual Title: NCFE CACHE Level 3 Applied General Award for Early Years, Childcare and Education

603/2987/7

### Adaptation addendum

Qualification title(s)	NCFE CACHE Level 3 Applied General Award for Early Years, Childcare and Education
Qualification reference number(s)	603/2987/7
Summary of changes	<p>V2.0 - 24.03.21</p> <p>Updated to provide additional information on use of teacher assessed grades for internally and externally assessed components. Previous version title 'AT 60329877 V1.0'.</p> <p>V1.0 – 22.02.21</p> <p>The new version number is to reflect 2021 updated template layout to include further information on alternative arrangements for awarding in 2020/21.</p> <p>Previous version title AT 60329877 L3 App Gen Award in Early Years, Childcare &amp; Education V3.</p>
Qualification Purpose	The Level 3 Applied General Award for Early Years, Childcare and Education enables learners to develop knowledge and understanding of child development, education and care, which will allow them to progress to study in further education, higher education or join the workplace as an apprentice. This qualification is the equivalent, in size and rigour, to that of an AS Level.

### 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	Internal assessment should continue remotely, where relevant, for all students where possible.	Internal assessment should continue remotely, where relevant, for all students where possible. Where internal

	<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"> <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>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 a teacher assessed grade from the centre. Teaching and learning should continue as much as possible as all completed work will form the basis of a teacher assessed grade.</p> <p>We have worked together with Ofqual, sector partners and other awarding organisations to agree common approaches to setting minimum evidence thresholds for a teacher assessed grade from the centre for this qualification and more information can be found in the <b>Approach to Alternative Awarding Arrangements 2020/21</b> document, which can be found on our website <a href="#">here</a>.</p>
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	<p>You can find further advice and guidance on the preparation of portfolios of evidence <a href="#">here</a>.</p> <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>	
Set date assessments	<p>A large number of our qualifications have external assessments that must be sat on a set date and time and at your centre.</p> <p>Previously, where assessments were timetabled for a set date and time, we:</p> <ul style="list-style-type: none"> <li>• updated our assessment variation process to allow centres to use additional test centre locations</li> <li>• added additional assessment opportunities to the 2020-21 timetable</li> </ul> <p>However, following the January 2021 announcement that exams were cancelled, these will only remain applicable to those exams which are used to demonstrate a practical or occupational competence, or are assessments within qualifications which are not in scope for alternative awarding arrangements.</p>	<p>Set date and time assessments from February 2021 onwards are cancelled.</p> <p>This qualification is in scope for alternative arrangements and if required can be awarded via a teacher assessed grade from the centre.</p> <p>Teaching and learning should continue as much as possible as all completed work for the internal assessment will form the basis of a teacher assessed grade for the externally assessed component.</p> <p><b>This is applicable to the externally assessed Short Answer Examination.</b></p> <p>We have worked together with Ofqual, sector partners and other awarding organisations to agree common approaches to setting minimum evidence thresholds for a teacher assessed grade from the centre for this qualification and more information can be found in the <b>Approach to Alternative Awarding Arrangements 2020/21</b> document, which can be found on our website <a href="#">here</a>.</p>