

NCFE CACHE Technical Level 3 Certificate in Health and Social Care (601/8434/6)

Adaptation addendum

Qualification title(s)	NCFE CACHE Technical Level 3 Certificate in Health and Social Care
Qualification reference number(s)	601/8434/6
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 60184346 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. Previous version title 'AT 60184346 Tech Level L3 Cert in HSC V3'</p>
Qualification Purpose	To provide learners with an in-depth knowledge of core subject areas in health and social care to support progression into Higher Education, the workplace or further learning in related subject areas at Level 4 and above.
UCAS Points	We continue to work with UCAS to ensure learners will not be disadvantaged to their peers, where units / learning outcomes may be removed/reduced, ensuring they can still achieve the required UCAS points for their qualifications to support progression to higher education.

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 • 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>	<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 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 Approach to Alternative Awarding Arrangements 2020/21 document, which can be found on our website here.</p> <p>Where possible and safe to do so, all relevant qualification content must still be delivered and assessment criteria met.</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>Guidance 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>Knowledge based learning outcomes</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.</p> <p>Skills based learning outcomes within the units</p> <p>Simulation is permitted in line with the current assessment principles for this qualification.</p> <p>However, where simulation has not been possible for skills-based learning due to current restrictions, the assessment of skills-based learning outcomes can be waived. Reasons for waiving the assessment of skills-based learning outcomes should be clearly documented.</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>Placement requirement of 75 hours and completion of the Placement handbook: a guide for learners.</p> <p>Students are still required to complete the work placement, but the focus should be on learning outcomes and evidencing competence. We have removed the requirement for students to complete a minimum number of placement hours, although hours should still be recorded.</p>	<p>We have outlined within this adaptation addendum where it is possible to adopt alternative assessments methods to demonstrate some of the requisite practical skills. These adaptations could include expert witness testimony, simulation or reflective work accounts. Where it is not possible to adapt the assessment and workplace demonstration is still required, we have made it clear in this adaptation addendum.</p>

		<p>Further guidance on permitted adaptations for work placements can be found in this section of the qualification adaptation addendum.</p> <p>Placement requirements</p> <p>Placement hours should still be planned, scheduled, and documented clearly as required as part of this qualification. However, Health and Social Care setting work experience opportunities are severely restricted under COVID-19.</p> <p>If a learner is able to gain work experience, and in accordance with public safety guidance, they can continue to access this and complete the Placement handbook: a guide for learners.</p> <p>Potential placement opportunities for learners</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
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		<ul style="list-style-type: none">• Assessment Centre• Special Schools• Hospital• Specialised Voluntary Groups• Social Enterprise Services• SEND provision <p>The following guidance can help assist centres in preparing learners for placements.</p> <p>https://www.cache.org.uk/placement-support/preparing-for-placement-health-and-social-care-learners</p> <p>Placement hours may be reduced, where learners have previously completed hours in the same sector within a level 2 health and social care qualification (if applicable).</p> <p>If limited placement has been accessed experiences can be reviewed through learner reflective accounts and professional discussions.</p> <p>Where placement cannot be accessed due to the restrictions of COVID-19 on the sector, this needs to be clearly documented including the reasoning for non-completion.</p> <p>Where placement cannot be accessed simulated activities will be permitted to enable learner reflection. During the simulated activities the skills and attributes identified in the Professional Skills Profile within the Placement Handbook: a guide for learners must be completed.</p>
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		<p>Simulated activities could include reflection from application and review of scenarios and case studies, role plays, peer evaluations, analysis of media articles, creation of personal and professional development plans and self-evaluation targets. We recommend that, wherever possible, all centres continue to engage with employers for ongoing support, involvement and input in simulated activities and assessment.</p> <p>Where simulation of the Professional Skills Profile has not been possible due to current restrictions, the completion of this document can be waived. Reasons for waiving the completion of the Professional Skills Profile should be clearly documented.</p> <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>
Task-based examination	<p>A number of our qualifications have task-based external assessments which must be sat over a set period of time at your centre.</p> <p>Previously, where assessments were timetabled in a window we:</p> <ul style="list-style-type: none"> • updated our assessment variation process to allow centres to use additional test centre locations • added additional assessment opportunities to the 2020-21 timetable <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</p>	<p>Task-based examinations 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>This is applicable to the External (Synoptic) Assessment (HSC1) covering the Certificate Mandatory units.</p>

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	are assessments within qualifications which are not in scope for alternative awarding arrangements.	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 Approach to Alternative Awarding Arrangements 2020/21 document, which can be found on our website here .
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