

QRN Number & Qual Title: NCFE CACHE Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings
603/3292/X

Adaptation addendum

Qualification title(s)	NCFE CACHE Level 2 Technical Certificate in Working with Children in Early Years and Primary Settings
Qualification reference number(s)	603/3292/X
Summary of changes	<p>V3.0 07.04.21 Updated to make it clear that Teacher Assessed Grades can't be submitted for the professional skills record.</p> <p>V2.0 - 24.03.21 Updated to provide additional information on use of teacher assessed grades for internally and externally assessed components. Updated information for the Professional Skills Record (PSR). Previous version title AT 6033292X V1.0.</p> <p>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 6033292X TC WCEAPS V4.</p>
Qualification Purpose	<p>This qualification provides learners with the knowledge and understanding essential to the early years and childcare sector and supports progression to further learning or the workplace.</p> <p>This qualification aims to provide an introduction at Level 2 for learners into both early years and primary settings.</p> <p>The objective of this qualification is to support learners as they develop their knowledge, understanding and skills when caring for and supporting the learning and development of children aged 0–11 years 11 months.</p>

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> <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 	<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.</p> <p>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>

	<ul style="list-style-type: none"> • 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 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>Where the work placement is essential for occupational competency or licence to practice requirements, the relevant qualification content must still be delivered, and assessment criteria met.</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>All relevant qualification content must still be delivered and assessment criteria met.</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>Professional Skills Records (PSR)</p> <p>If placement access to two different settings is problematic for learners, flexibility for completing the two PSRs is permitted.</p>

	<p>For this qualification the requirement to complete both placement in Early Years and Primary School setting has been removed.</p> <p>We expect at least one Professional Skills Record to be completed with a clear recording of placement hours in a real work environment. The student must complete the exercises/activities for each of the themes within the Professional Skills Record/Profile within either an early years setting or a primary setting.</p> <p>The checklist within the Professional skills record must be signed off by the Tutor/Assessor as well as the student. The placement Supervisor/Mentor will contribute to the monitoring and achievement of skills, while the occupationally competent Tutor/Assessor will make the final assessment decision concerning the student's competency.</p> <p>We have worked as part of a Joint Awarding Organisation Quality Group and with Skills for Care and Skills for Health to agree adaptations.</p>	<p>If no access to placement is available, learners may complete our revised scenario-based Professional Skills Record template, which covers both early years and primary settings, and can be completed outside of the workplace. This can be downloaded from our website.</p> <p>If access to one placement has been available, then one Professional Skills Record should be completed in full as detailed in the qualification specification, with a clear recording of placement hours in a real work environment.</p> <p>The learner must complete the exercises/activities for each of the themes within the Professional Skills Record/Profile within either an early year setting or a primary setting. The checklist within the PSR must be signed off by the Tutor/Assessor as well as the learner. The placement Supervisor/Mentor will contribute to the monitoring and achievement of skills, while the occupationally competent Tutor/Assessor will make the final assessment decision concerning the learner's competency.</p> <p>The second PSR must be completed for the placement setting (Early Years/Primary) not attended, using the scenario-based Professional Skills Record template, as detailed above.</p> <p>Where the completion of either the Professional Skills Record (PSR) or the revised scenario-based Professional Skills Record template has not been possible due to current restrictions, the completion of these documents can be waived. Reasons for waiving</p>
--	--	---

		<p>the completion of the Professional Skills Record should be clearly documented.</p> <p>Please note that Teacher Assessed Grades cannot be submitted for the Professional Skills Record.</p> <p>Placement hours</p> <p>There is a requirement as detailed within the qualification specification to complete both placement in Early Years and Primary School settings, with a minimum requirement of 120 work placement hours in total (the qualification specification recommends learners undertake at least 200 hours of work). Placement 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 time of study at the relevant level along with the successful completion of the Professional Skills Records as detailed above. If access to placements is problematic, it is also acceptable for learners to complete only one placement, or indeed to complete the qualification without having had any placement access.</p> <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-early-years-and-childcare-learners</p> <p>Where placements continue to be accessed please apply any adaptations in line with the 'HSC, Early Years and Childcare - Joint AO Adaptation</p>
--	--	---

		<p>Guidance 2021' document that can be found on our website.</p>
<p>Set date assessments</p>	<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"> • 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 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>This is applicable to the externally assessed Short Answer Examination.</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>