

NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator) (601/8437/1)

Adaptation addendum

Qualification title(s)	NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator)
Qualification reference number(s)	601/8437/1
Summary of changes	<p>V3.0 – 26.04.21- ‘Adaptation Overview’ section updated to provide details about how Centres can transfer their learners onto the ‘knowledge only’ version/s of the EYE/EYP qualification/s and claim certificates.</p> <p>V2.0 – 24.03.21 - Updated to provide additional information on the use of teacher assessed grades for internally and externally assessed components and the ‘knowledge only’ option.</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 60184371 Tech Level L3 Dip Childcare & Education V4.</p>
Qualification Purpose	<p>This qualification prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years. Upon achievement of this qualification learners will be able to enter the workforce as Early Years Educators or access Higher Education. In response to the Department for Education and National College for Teaching and Leadership Policy, More Great Childcare, we have developed this qualification to meet the criteria required for those wishing to become Early Years Educators. We have also incorporated the design criteria for the 16–19 Performance Tables. This qualification is approved for the 16-19 Performance Tables.</p>
Adaptation Overview	<p>This qualification is licensed to practice and meets the Department for Education’s Early Years Educator (EYE) criteria. Centres must ensure they use the ‘Risk-rated approach to DfE EYE criteria guidance’ that can be found on the qualification’s webpage on Qual Hub. This should be used in conjunction with the ‘Adaptation to the Professional Practice Portfolio, unit 16’ that can also be found on Qual Hub. This document highlights the EYE criteria contained within the unit which must continue to be achieved within the agreed permitted adaptations outlined in the risk-rated approach.</p>

Where learners are unable to demonstrate achievement of the competence-based requirements that map to the DfE Early Years Educator criteria in line with the risk-rated approach, Centres will be able to certificate their learners on a 'knowledge only' basis. The certificate of achievement will display the same Qualification Reference Number (QRN) and title of the original qualification undertaken, with 'knowledge only pathway' clearly identified. This is to distinguish between knowledge only achievement and an Early Years Educator competence to practice at Level 3. **Learners who wish to embark on the DfE skills criteria at a later date will still have an opportunity to do so.** Centres will find further information on how to transfer learners and claim certificates on the relevant qualification page on Qual Hub under Adaptations. Please refer to the following document: '**EYE/EYP Knowledge only- process for claiming certs comms**' for details.

Please also see below for further details on adaptations permitted for internal and external assessments.

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 learners 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 learners 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, learners 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 learner competence over time where direct observation is not possible 	<p>Internal assessment should continue where possible and where it is safe to do so. Where this is not possible, internally assessed units can be submitted as a Teacher Assessed Grade (TAG), however, any units containing knowledge and skills criteria that are mapped to specific EYE criteria, must still be demonstrated in full as per the 'Risk-rated approach to DfE EYE criteria guidance' / 'Adaptation to the Professional Practice Portfolio from unit 16'. This will be checked as part of our external quality assurance processes.</p> <p>Units that can be submitted as a TAG: For the remaining assessment criteria within the unit, that are not mapped to specific EYE criteria, centres should ensure there is some form of evidence. The teacher should make a judgement whether there is sufficient evidence in which to demonstrate the learner's performance at a grade in which to be able to submit a teacher assessed grade. Where teacher assessed grades are submitted for units that contain EYE criteria, centres should ensure they have achieved in full all EYE criteria as per the 'risk-rated approach' and any remaining assessment criteria, a judgment is made whether there is sufficient evidence in which to base a teacher assessed grade on. Where there is limited</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 learners 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>evidence, centres should look to fill these gaps with alternative sources of evidence i.e., centre devised assessments, witness statements, formative assessments, evidence from homework / classwork, etc.</p> <p>The most efficient way of providing sufficient evidence for a TAG is to complete all knowledge criteria and work with the risk-rated approach to show competence of skills. If it has not been possible to complete knowledge units/criteria due to the pandemic and remote working, learners can generate evidence from a variety of sources including centre devised assessments, witness statements, formative assessments, evidence from homework / classwork, etc. In addition to this, the risk rated approach assessment criteria are not subject to a TAG. Centres must provide valid and reliable evidence in line with the risk rated approach for EYE qualifications. All external assessments are subject to a TAG.</p> <p>We have worked 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 qualification and more information can be found in the Approach to Alternative Awarding Arrangements 2020/21, which can be found on our website here and will be updated with further guidance by the end of March.</p>
<p>Observation of competence via workplace or mandatory work placement;</p>	<p>All relevant qualification content must still be delivered and assessment criteria met.</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</p>

<p>essential e.g. due to licence to practice requirements in a given occupational area</p>	<p>Wherever we can do so without compromising learner progression or wider regulatory requirements, we will look to:</p> <ul style="list-style-type: none"> • remove the requirement that learners complete a minimum number of placement hours, permitting centres flexibility to support learners' 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 learners' 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 • consider block placements rather than weekly especially for second year learners • assessors/teachers/tutors to prioritise observations during visits and make use of outdoor environments to minimise risk especially in Childcare 	<p>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> <p>Expert Witness Testimony (EWT)</p> <p>The use of an Expert Witness is permitted to undertake and provide observations of performance of the learner if an observation by a qualified assessor cannot be completed.</p> <p>An Expert Witness must:</p>
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	<ul style="list-style-type: none"> • creating a bubble by using a single assessor/teacher/tutor for each setting rather than by learner, which limits the risk and allows assessors/teachers/tutors to see more learners during visit. <p>Observations Competence based assessment requirements must include direct observation of performance of the learner 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 learner.</p> <p>Expert Witness Testimony (EWT) The use of an expert witness is permitted to undertake and provide observations of performance of the learner 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 learner'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> <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
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	<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 learner’s performance against agreed standards or criteria.</p> <p>A range of suitable EWTs should be explored with the learner 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 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</p>	<ul style="list-style-type: none"> • 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> <p>The use of remote technologies could be considered to support aspects of the learner’s performance. For example,</p> <ul style="list-style-type: none"> • this may include planning sessions
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	<p>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 learner’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 learner 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 replace the observation requirement. These can be used to support the triangulation of evidence.</p>	<ul style="list-style-type: none"> • on-line meetings and remote activities in which the learner 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 Qual Hub.</p> <p>Work Products 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</p>
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	<p>Simulation Due to COVID-19 , simulation has been agreed in exceptional circumstances- making bottle feeds, changing nappies.</p> <p>Potential placement opportunities for learners</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 Learner over the 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 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 learners as a priority. Centres could consider block placement rather than weekly, especially for second year learners.</p> <p>Consideration on a case by case basis should be given for progressing learners from a level 2 to a level 3 early years/childcare qualification in the same sector. Placement hours may therefore be reduced, where learners have demonstrated level 3 skills/competencies within the level 2 qualification.</p>	<p>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 For qualifications that have been approved by the Department for Education’s (DfE) as meeting the Early Years Educator or Early Years Practitioner criteria, 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 time of study at the relevant level. If the Learner has not reached the level of competency required, then
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	<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 learners for placements.</p> <p>https://www.cache.org.uk/placement-support/preparing-for-placement-early-years-and-childcare-learners</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>further placement will need to be scheduled at a later date and therefore completion of qualification will be delayed</p> <ul style="list-style-type: none">• placements need to be planned in early, in line with the qualification specification, phasing these in for the year 2 and level 2 learners as a priority. Centres could consider block placement rather than weekly, especially for second year learners• reduce the number of placement hours required based on what evidence learners have already had assessed. This could include learners who are progressing from the Level 2 qualifications with mandated work placements to Level 3 during this academic year (2020/21) and are permitted to carry forward up to 25% of the total work experience/practice hours that were undertaken during the completion of their Level 2 qualification• the DfE Early Years Educator/Practitioner (EYE/EYP) criteria have been risk rated to maximise and optimise the learner’s opportunities within the real work environment. A document has been provided for Early Years Educator/Early Years Practitioner qualifications to guide the Assessor through the risk rated approach to inform planning. By using the risk rated approach learners will be able to focus on high risk competencies during limited placement time and use additional methods such as professional discussion to ensure triangulation of evidence before criteria is fully met.
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		<ul style="list-style-type: none"> • there MUST be evidence of performance, based on either assessor observation and/or Expert Witness Testimony, which is sufficient to support the learner’s claim to competence, as outlined in the mapping document referred to above. <p>Please see next row ‘Department for Education’s Early Years Educator criteria’ for further details and refer to the Early Years Educator mapping document on our website.</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>
<p>Department for Education’s Early Years Educator criteria</p>	<p>n/a</p>	<p>The DfE Early Years Educator criteria have been risk rated to maximise and optimise the learner’s opportunities within the real work environment.</p> <p>Please refer to the ‘Risk -rated approach to DfE EYE criteria guidance’ document that can be found on the qualification’s webpage on Qual Hub. This document should be used in conjunction with the guidance for the Professional Practice Portfolio, Unit 16 (please see next row).</p> <p>The key provided within this document will guide the Assessor in relation to:</p> <ul style="list-style-type: none"> • Grey-Knowledge only assessment methods

		<ul style="list-style-type: none">• Green - Use of another suitable alternative method such as Professional Discussion permitted• Amber These criteria must be observed, an Expert Witness Testimony (EWT) can be used where it is not safe to gain direct observation of performance by the assessor. When EWT has been used, robust triangulation of performance-based evidence such as professional discussion should be applied to strengthen competency. <p>When learners are in placement the risk rated approach should be referred to which should inform planning and assessment.</p> <p>The Centre must ensure that all amber risk rated criteria is observed, either directly by Assessor observation or the Expert Witness Testimony and planning can ensure that these criteria are observed during any placement opportunity. Learners can prepare for all other criteria in line with the approach suggested on the risk rated mapping document.</p> <p>If criteria have been observed by an Expert Witness, the Assessor must supplement the evidence through additional methods such as professional discussion before the criteria is signed off. The Assessor is responsible for signing off all competencies.</p> <p>There MUST be evidence of performance, based on either assessor observation and/or Expert Witness Testimony, which is sufficient to support the learner's claim to competence, as outlined in the mapping document referred to above.</p> <p>In all cases the evidence produced by the learner MUST meet the relevant DfE Early Years Educator</p>
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		<p>criteria, which effectively means that ALL Learning Outcomes and Assessment Criteria must have been evidenced, assessed and achieved in line with the risk rated approach</p>
<p>Professional Practice Portfolio, Unit 16</p>		<p>The risk rated approach assures that Early Years Educator learners have met the DfE EYE criteria in full and that sufficient evidence has been provided. Please refer to the 'Risk -rated approach to DfE EYE criteria guidance' document located on the qualification adaptation page in Qual Hub. This document should be used in conjunction with the guidance for the Professional Practice Portfolio, Unit 16 that can also be found on Qual Hub.</p> <p>The key to the colour coded risk rated approach guides assessors by identifying the types of assessment methods that can be used to generate evidence. To help further an adaptation to the Professional Portfolio from unit 16 has been developed.</p> <p>This adaptation clearly identifies criteria from the risk rated approach relevant to this qualification, therefore supporting efficient evidence generation in line with the EYE criteria. Unit 16 may be claimed in full as long as all criteria identified through the risk rated approach has been met sufficiently.</p> <p>The integrity and rigour of the qualification is upheld through this approach and learners will be prepared for work or further study with the underpinning knowledge and skills they need to enter the workforce at Level 3.</p>

		<p>In addition to providing evidence in line with this risk rated approach, learners must achieve all of the graded knowledge units.</p>
<p>Task-based examination</p>	<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 are assessments within qualifications which are not in scope for alternative awarding arrangements.</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. Teaching and learning should continue as much as possible as all completed work would 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 an assessed grade from the centre for this qualification and more information can be found in the Approach to Alternative Awarding Arrangements 2020/21, which can be found on our website here. We will provide further detailed guidance in our Quality Assurance for Alternative Awarding Arrangements for 2020/21 document, which is expected to be published by the end of March and can be found on our website.</p>