

# Adaptation Addendum

## Academic Year 2021-2022

### Introduction

The government's intention is that work placements, exams and assessments will take place in the academic year 2021 to 2022, therefore moving away from results being based on Teacher Assessed Grades (TAGs) used in 2020 to 2021, where this was permitted. This is because assessments and exams continue to be the fairest way for students to evidence what they know, all other things being equal.

The government recognises, however, that students who will be taking exams and assessments have experienced significant disruption to their education and that these students may also need continued support in the face of any further disruption.

We recognise that students who will be taking exams and assessments in 2021 to 2022 have had significant disruption to their education since March 2020, and we remain committed in continuing to support students in the face of any further disruption.

In the academic year of 2021 to 2022 under the 'Vocational and Technical Qualifications Contingency Regulatory Framework' (VCRF) all qualifications will move into Category A. This means all assessments are expected to continue but we are permitted to continue to make adaptations to assessments and qualifications to take account of the ongoing impact of the pandemic, where we can do so without undermining the validity and reliability of our qualifications.

Students must only access permitted adaptations where they are needed to mitigate the impact of learning loss, continued disruption and / or ongoing public health restrictions. This will be monitored through our external quality assurance process to support the validation of any adaptations adopted, ensuring they are not applied where not needed. Where adaptations are applied unnecessarily, centres may be given an action or downgraded in their EQA reviews, therefore be sure to check with your allocated EQA on the application of any adaptations.

This addendum contains further information on what specific adaptations are permitted for this qualification in the academic year of 2021 to 2022, please see further details below.

## Assessment adaptation

No.	Assessment	2021/2022 Academic Year Adaptations
2	Internal assessment: skills and knowledge	<p>All content must be delivered, and all assessment criteria assessed.</p> <p>Internal assessment can be undertaken remotely for Students, where required and where possible. We will also continue to offer remote EQA reviews. Further guidance on how to prepare for this can be found <a href="#">here</a>.</p> <p>We believe that the flexibilities that centres already have with respect to the types of evidence they may use to meet knowledge and skills-based assessment criteria, are sufficient to enable most Students to continue to mitigate the ongoing Covid-related risks. This includes the continuation of the use of alternative assessment methods or evidence where needed or required. You can find further advice and guidance on the preparation of portfolios of evidence <a href="#">here</a>.</p> <p>To support with learning loss, remote learning where required or where centres may experience continued or localised disruption to learning, we've created guidance to support a more streamlined approach to assessment and to increase flexibility. We have updated our guidance <a href="#">here</a> and continue to permit the use of 'centre devised assessments'.</p> <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> </ul>

	<ul style="list-style-type: none"> <li>carefully considering how to schedule teaching, learning and assessment activity during the year, recognising that it may not be possible to access specialist facilities/equipment in all weeks.</li> </ul> <p><b>Remote Technology</b></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 Students 'live' using remote technology. The use of remote technologies could be considered to support aspects of the student's performance. For example, 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. In these examples, the Student <b>MUST</b> be in an environment away from any service users. The use of technologies could also be considered for capturing Expert Witness Testimonies.</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 multiple-choice tests</li> <li>professional discussion recordings</li> <li>annotated learning plans</li> </ul> <p>To support with learning loss, we have developed free virtual reality online resources in the subject areas of pregnancy and nursery care, which can be accessed from the following links:</p> <ul style="list-style-type: none"> <li><a href="#">NurseryVue</a> is a free, virtual reality immersive experience for all Early Years Students and trainee Childcare and Nursery Assistants. It helps to understand the health and safety</li> </ul>
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		<p>factors involved in working with children in a nursery, with our NurseryVue app (currently available for desktop viewing for both PC and Mac). NurseryVue provides an accurate, true-to-life picture of what it's like to work in a nursery setting.</p>
4	<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>The work placement in this qualification is essential for occupational competency or licence to practice requirements; the relevant qualification 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>We have outlined within each 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 <b>not</b> possible to adapt the assessment and workplace demonstration is still required, we have made it clear in this adaptation addenda.</p> <p>Although Students are still required to complete the work placement, the focus should be on learning outcomes and evidencing competence.</p> <p><b>Professional Skills Records (PSR)</b></p> <p>If placement access to two different settings is problematic for learners, flexibility for completing the two PSRs is permitted.</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</p>

	<p>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><b>Placement hours</b></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><b>Placement Support: We understand that it may be challenging for Students to enter placement settings due to ongoing public health restrictions and therefore, we have created a pre-placement programme for Students who may not be able to access their placements.</b> The preparing for placement programme will be a useful tool for Students to work through whilst waiting for a suitable time to begin their placements or re-enter settings. We have created separate programmes for Students in</p>
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		<p>the following sectors: early years and childcare; health and social care; and, supporting teaching and learning. Find the programme suitable for your Students on the individual sector pages linked below.</p> <ul style="list-style-type: none"><li>• <a href="#">Early years and childcare</a></li><li>• <a href="#">Health and social care</a></li><li>• <a href="#">Supporting teaching and learning</a></li></ul> <p>No further alternative awarding arrangements can be applied to mandatory work placements, therefore where they cannot be completed a delay may be required.</p> <p>Where placements continue to be accessed, please apply any adaptations in line with the '<b>HSC, Early Years and Childcare - Joint AO Adaptation Guidance</b>' which can be found in the adaptation section of the qualification webpage when available.</p>
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## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)  
Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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