

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 here.</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 here.</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 here 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"> • 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

		<ul style="list-style-type: none"> 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. <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"> NurseryVue 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 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.
4a	<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 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>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 student'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 student.</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 student 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 student'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 student 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• over the telephone where the assessor could scribe the testimony.
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	<p>Simulation</p> <p>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 our website.</p> <p>Work Products</p> <p>A work product is a resource which is naturally generated within the real work environment, produced or contributed to by the student and used in the students' job role. Work products can be used to provide some evidence of competency if direct observation is not possible. The work products can be used to inform a professional discussion and support the student 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>Placements</p> <p>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. 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 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">• Early years and childcare• Health and social care• Supporting teaching and learning
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		<p>Placement hours</p> <p>For any qualification which has been approved by the Department for Education (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 students 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 student 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 student over the time of study at the relevant level. If the Student has not reached the level of competency required, then further placement will need to be scheduled at a later date and therefore completion of the qualification will be delayed• placements need to be planned in early, in line with the qualification specification, phasing these in for the year 2 and level 2 students as a priority. Centres could consider block placement rather than weekly, especially for second year students• reduce the number of placement hours required based on what evidence students have already had assessed. This could include students who are progressing from the Level 2 qualifications with mandated work placements to Level 3 during this academic year (2021/22) 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 (EYE) criteria have been risk rated to maximise and optimise the student's opportunities within the real work environment. A mapping document has been provided for Early Years Educator qualifications to guide the Assessor through the risk rated
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	<p>Longitudinal Study</p>	<p>Unit 3.15 Use longitudinal studies to observe, assess and plan for children’s needs</p> <p>This unit may be difficult for students to achieve due to limited placement or models of placement attendance due to COVID 19 restrictions. With that in mind an adaptation to completing the longitudinal study has been developed.</p> <p>Four observations have been externally set and students may use these observations to complete their evaluation. Skills of observation will already have been assessed as part of this qualification, and it is the evaluation required within Unit 3.15 that is assessed on this occasion. Students are still required to complete the individual evaluations in line with the requirements of assessment.</p> <p>This adaptation should only be used where placement has been interrupted and the collation of observations as part of the longitudinal study have not been possible. Each student must have knowledge, understanding and skills of the observation cycle when working with babies and young children in line with the current statutory early years framework and provide evidence of this as part of previous assessment for</p>

		<p>Unit 3.14 in order to meet the Early Years Educator criteria.</p> <p>Details of the Longitudinal Study adaptation can be found on the qualification’s webpage on our website under ‘Adaptations’.</p>
4b	Department for Education’s Early Years Educator criteria	<p>The Department for Education (DfE) has confirmed that existing adaptations for Early Years Vocational and Technical Qualifications (VTQ’s) will continue to apply in the 2021-2022 academic year to be in line with the early years qualifications on league tables.</p> <p>The DfE has further clarified that ‘all content for VTQ’s should be taught, as far as is feasible, so that students are as well-prepared as possible for progression to the next stage of their education, training or employment. These adaptations are for the academic year 2021-2022 only and it should not be assumed that adaptations to assessments approved for 2020-2021 or for 2021-2022 will continue into the academic year 2022-2023. It is the DfE’s firm intention that exams and assessments will return to normal in the academic year 2022-2023’.</p> <p>Risk -rated approach</p> <p>The DfE Early Years Educator criteria have been risk rated to maximise and optimise the student’s opportunities within the real work environment.</p> <p>Please refer to the ‘Risk -rated approach to DfE EYE criteria guidance’ (Appendix A) in this document.</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 • 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 students 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. Students 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 student's claim to competence, as outlined in the mapping document referred to above.</p> <p>In all cases the evidence produced by the student MUST meet the relevant DfE Early Years Educator 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>
4c	Early Years Educator 'Knowledge only' fall back option	<p>Where possible and relevant for mandatory work placements, where the qualifications are also used to support progression to higher or further education, we've put in place a 'knowledge only' fall back option to support and enable students to progress, for those who may undergo difficulty in securing work placement opportunities throughout their studies. Any performance table qualifications, with a 'knowledge only' fall back option, will not count in performance tables for completing students in 2022. This is because it does not contain all the same characteristics (employer engagement) as a performance table qualification to meet the requirements to be included in performance table measures. Please see the qualification page on our website for further information.</p> <p>For some students completing the Level 3 EYE knowledge only option/qualification they may want to</p>

		<p>consider ways to achieve the licence to practice competency component of their qualification in order to enter the workforce. To support the early years setting, mentor and students a useful 'Mentoring Programme' document has been produced.</p> <p>This document has been developed to support students as they work through skills and competencies in line with the DfE criteria risk rated approach in order to gain licence to practice at Level 3 as an Early Years Educator. Students completing this programme must be registered on the original qualification and remain under the guidance of the training provider during their additional study.</p> <p>Please refer to the qualification adaptation page on our website for further details.</p>
6	Set date assessments	<p>This qualification has an external assessment that must be sat on a set date and time and at your centre. External assessments will go ahead in academic year 2021 – 2022, unless public health measures deteriorate in which case this will be reviewed by the government.</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 <p>Where possible, we have now implemented further adaptations, which may include:</p> <ul style="list-style-type: none"> • added additional assessment opportunities • the provision of advanced notification of test topics where possible, this will support with preparation for the assessment and allow centres to manage the impact of learning loss in assessment preparation <p>In the 2021 to 2022 academic year, students will be permitted up to two retake opportunities for external assessments for all four categories of performance table VTQs (i.e., for Applied General, Tech Level, Technical Certificate and Technical Awards). Assessment opportunities where students have</p>

		<p>received results based on teacher assessed grades (TAGs) and centre assessment grades (CAGs) do not count towards these retake opportunities.</p> <p>For further information and confirmation on additional assessment opportunities or extended assessment windows and advanced notice of exam topics, please see our updated external assessment timetable guide available from the 1st September 2021 on our website here: https://www.qualhub.co.uk/delivery-and-Student-support/external-assessment-timetable/</p>
10	Task-based examination	<p>This qualification has a task-based external assessment, which must be sat over a set period of time 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 <p>Where possible, we have now implemented further adaptations, which may include:</p> <ul style="list-style-type: none"> • added additional assessment opportunities or extended assessment windows <p>For further information and confirmation on additional assessment opportunities or extended assessment windows and advanced notice of exam topics, please see our updated external assessment timetable guide available from the 1st September 2021 on our website here: https://www.qualhub.co.uk/delivery-and-Student-support/external-assessment-timetable/</p>

Appendix A

Risk rated approach to Department for Education's Early Years Educator (EYE) Criteria including mapping to NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/8438/3)

The DfE Early Years Educator criteria have been risk rated to maximise and optimise the student's opportunities within the real work environment. The key provided within this document will guide the Assessor when students are in placement and the risk rated approach should be referred to, this will help to inform planning and assessment.

The Centre must ensure that all amber risk rated criteria is observed, either directly by Assessor observation or the Expert Witness Testimony (EWT) and planning can ensure that these criteria are observed during any placement opportunity. Students can prepare for all other criteria in line with the approach suggested on the risk rated mapping document.

If criteria have been observed by Expert Witness Testimony, 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.

There **MUST** be evidence of performance, based on either assessor observation and/or Expert Witness Testimony, which is sufficient to support the student's claim to competence, as outlined in this mapping document.

In all cases the evidence produced by the student **MUST** meet the relevant DfE Early Years criteria, which effectively means that **ALL** Learning Outcomes and Assessment Criteria must have been evidenced, assessed and achieved in line with the risk-based approach.

How to use the risk rated approach

The risk rated approach assures that Early Years Educator students have met the DfE EYE criteria in full and that sufficient evidence has been provided.

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, links have been identified showing the location of the criteria within the qualification.

The integrity and rigour of the qualification is upheld through this approach and students will be prepared for work or further study with the underpinning knowledge and skills they need to enter the workforce at Level 3.

In addition to providing evidence in line with this risk rated approach, students must achieve all knowledge- based criteria, (learning outcomes beginning with understand or know).

This qualification includes units that share both knowledge and skills- based criteria. Units can be claimed in full as long as:

- evidence has been provided in line with the risk-rated approach
- all knowledge -based assessment criteria have been met or TAG submitted (if required)
- the longitudinal study has been completed (there is an adaptation guidance to support students to complete the study, and this can be found on the qualification page in Qual Hub)
- a TAG has been submitted for the external assessment/s

Key	
Grey	Knowledge only assessment methods.
Green	Suitable alternative assessment methods.
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.

Early Years Educator Criteria (Each criterion must be met in full by each individual student)	Permitted assessment method/s	Location of EYE criteria within NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/8438/3)
1. Support and promote children’s early education and development		
<p>1.1 Understand the expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7</p> <p>Children’s development patterns to include:</p> <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development 	<p>Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.</p>	<p>Cognitive - Unit 3.9</p> <p>SLC- Unit 3.10</p> <p>Literacy - Unit 3.5</p> <p>Numeracy - Unit 3.6</p> <p>Physical- Unit 3.11</p> <p>Emotional/Social- Unit 3.12</p> <p>Neurological and brain development - Unit 3.9</p>
<p>1.2 Understand the significance of attachment and how to promote it effectively.</p>	<p>Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.</p>	<p>Unit 1.4</p>
<p>1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.</p>	<p>Can be evidenced in student assessed work. Criteria must be clearly identified on</p>	<p>Unit 3.3</p>

	the student tasks, and/or professional discussion.	
1.4 Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Unit 3.2
1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Units: 2.4, 2.5
1.6 Understand the importance to children’s holistic development of: <ul style="list-style-type: none"> • speech, language and • communication • personal, social and emotional development • physical development 	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Units: 3.10, 3.1 1,3.12
1.7 Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Unit 3.5
1.8 Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives. <p>Transitions and significant events include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care 	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Units: 1.4, 2.5, 3.7

<ul style="list-style-type: none"> • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people • moving between settings and carers 		
<p>1.9 Understand the current early education curriculum requirements.</p>	<p>Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.</p>	<p>Units: 2.1, 3.2, 3.7</p>
<p>1.10 Promote equality of opportunity and anti-discriminatory practice.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p>	<p>Unit 2.4 (AC 4.1)</p>
<p>2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school</p>		
<p>2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements. To include</p> <ul style="list-style-type: none"> • Communication and language (extending vocabulary, language structure, and dialogue, for example) • Physical development • Personal, social and emotional development 	<p>Alternative: Child observations form the basis of activity planning. Activity planning can be undertaken in the classroom environment at the Centre. Leading purposeful experiences could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p>	<p>Comm& Lang: Unit 3.10 (AC's 4.1,4.2)</p> <p>Physical: Unit 3.11 (AC's 4.1, 4.2)</p> <p>Personal, Social and Emotional: Unit 3.12 (AC's 4.1, 4.2)</p> <p>Literacy: Unit 3.5 (AC 6.1)</p> <p>Maths: Unit 3.6 (AC's 6.1, 6.2)</p>

<ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the world • Expressive arts and design 		<p>Understanding the world: Unit 3.4 (AC's 8.1, 8.2)</p> <p>Arts & Design: Unit 3.4 (AC's 9.1, 9.2)</p>
<p>2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children.</p>	<p>Alternative: Evidence must be sourced to child observation. This criterion may be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection</p>	<p>Unit 3.2 (AC 1.2)</p>
<p>2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p>	<p>Unit 3.2 (AC 1.2)</p>
<p>2.4 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p>	<p>Unit 3.2 (AC 2.3)</p>
<p>2.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p> <p>To ensure students are exposed to a range of strategies scenarios/case studies can be used to broaden awareness of strategies used to develop and extend children's</p>	<p>Unit 3.5 (AC 5.2)</p>

	learning and thinking, including opportunities to foster sustained shared thinking	
2.6 Support and promote children's speech, language and communication development.	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p> <p>Student understanding may be broadened through case studies, as well as a reflective account and professional discussion to ensure clear understanding.</p>	Unit 3.10 (AC 4.1, 4.2)
2.7 Support children's group learning and socialisation.	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p> <p>Student understanding may be broadened through case studies, as well as a reflective account from the student and professional discussion to ensure clear understanding</p>	Unit 3.4 (AC 3.2)
2.8 Model and promote positive behaviours expected of children.	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p>	Unit 3.4 (AC 3.1)
2.9 Support children to manage their own behaviour in relation to others.	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p>	Unit 3.4 (3.3)

2.10 Understand when a child is in need of additional support.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Unit 3.13
2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.	Unit 3.13 (AC 5.3)
3. Make accurate and productive use of assessment		
3.1 Understand how to assess within the current early education curriculum framework using a range of assessment techniques.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Unit 3.8
3.2 Carry out and record observational assessment accurately.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.	Unit 3.14 (AC 4.1)
3.3 Identify the needs, interests and stages of development of individual children.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.	Unit 3.14 (AC 4.3)
3.4 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.	Unit 3.14 (AC 4.3)
3.4 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	Alternative: This outcome could be assessed via expert witness testimony, that	Unit 3.14 (AC 4.3)

	is triangulated with a professional discussion with both student and EWT and student reflection.	
4. Develop effective and informed practice		
4.1 Demonstrate a good command of the English language in spoken and written form.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.	Must be linked at Centre discretion
4.2 Explain the importance of continued professional development to improve own skills and early years practice.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Unit 2.1, AC 4.1
4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).	Alternative: Can be evidenced via Personal Development Plans, reflective accounts and professional discussion.	Unit 4.1, AC 3.4, 3.8
5. Safeguard and promote the health, safety and welfare of children		
5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Unit 2.2
5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection. Student understanding could be broadened through exposure to the range of criteria	Use knowledge of Unit 2.2 and combine with Unit 2.3, AC 4.2

	through scenarios/case studies to ensure the criteria are fully met.	
5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.	Unit 1.3, AC 7.1
5.4 Understand why health and well-being is important for babies and children and promote healthy lifestyles.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Units 1.1, 1.2
5.5 Understand how to respond to accidents and emergency situations.	Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.	Unit 2.3
5.6 Demonstrate skills and knowledge for the prevention and control of infection. Prevention and control of infection including: <ul style="list-style-type: none"> • hand washing, • food hygiene, • dealing with spillages safely, • safe disposal of waste, • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation • exclusion periods for infectious diseases 	Achieved through a combination of methods as applicable. This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection. <ul style="list-style-type: none"> • hand washing, • food hygiene, • dealing with spillages safely, • safe disposal of waste, • using correct personal protective equipment Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and /or professional discussion: <ul style="list-style-type: none"> • knowledge of common childhood illnesses and immunisation • exclusion periods for infectious diseases 	Hand washing: Unit 1.3 (AC 4.1) Food hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment: Unit 1.3 (AC 3.1) Childhood illnesses: Unit 1.5 (AC 1.1) Immunisation: Unit 1.3 (AC 6.1, 6.2) Exclusion periods: Unit 1.5 (AC 1.4)

<p>5.7 Carry out risk assessment and risk management in line with policies and procedures.</p>	<p>Alternative: Based on the student's engagement with risk assessment in an early years setting, this outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion, potentially using a work product.</p>	<p>Unit 2.3 (AC 4.2)</p>
<p>5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse including:</p> <ul style="list-style-type: none"> • domestic, • neglect, • physical, • emotional • sexual abuse 	<p>Can be evidenced in student assessed work. Criteria must be clearly identified on the student tasks, and/or professional discussion.</p>	<p>Unit 2.2</p>
<p>5.9 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • Medication • special dietary needs • planning • observation and assessment • health, safety and security, accidents • daily registers 	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p>	<p>Unit 2.5 (AC 6.1) Records that Students must have a working knowledge of must include:</p> <ul style="list-style-type: none"> • medication • special dietary needs • planning • observation and assessment • health, safety and security, accidents • daily registers
<p>6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals</p>		

<p>6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both student and EWT and student reflection.</p>	<p>Unit 3.14 (AC 4.3)</p>
<p>6.2 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.</p>	<p>Alternative: This may be achieved by case study/scenario.</p>	<p>Unit 2.5 (AC 5.1)</p>
<p>6.3 Encourage parents and/or carers to take an active role in the child's play, learning and development.</p>	<p>Alternative: This may be achieved by case study/scenario.</p>	<p>Unit 2.5 (AC 5.1)</p>

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