

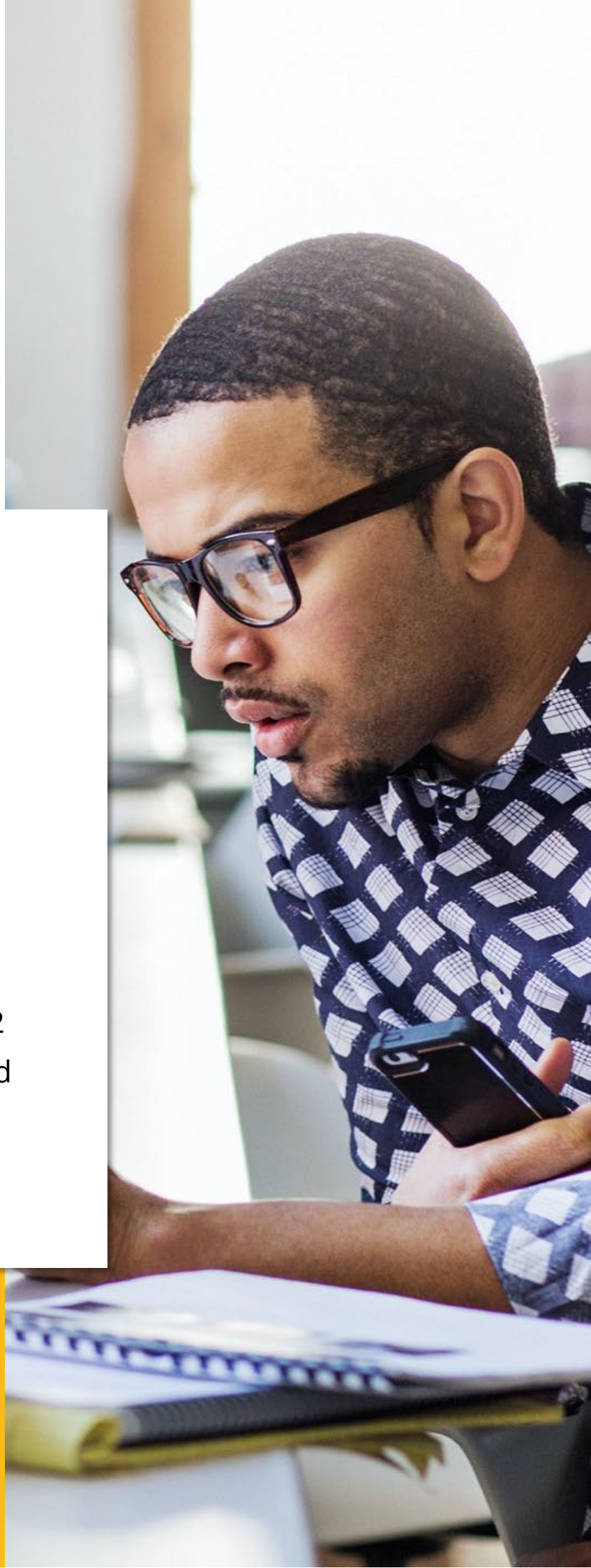


Pearson

# Childcare (EYE) NVQ L1-3 and Residential Childcare L3-5

Contingencies for 2021-2022  
Childcare (EYE) NVQ L1-3 and  
Residential Childcare L3-5  
October 2021

Last updated October 2021



## Overview

### Contingency Planning for VTQs for professional or competence-based qualifications

The policy direction for this academic year is that teaching, learning and assessment should continue. As permitted by Ofqual and DfE, we will have [adaptations](#) available across many vocational qualifications to support centres and learners.

We continue to work with Ofqual, other regulators, and VTQ Awarding Organisations to ensure that qualification and assessment delivery this academic year is resilient to the impacts of the pandemic. As part of this work, and alongside the announcements on 30 September regarding [GQ contingencies](#), the Department for Education have released [guidance for vocational qualifications](#), to support parity of contingency planning for all learners this year.

This guidance has been produced to support you with assessments should the following scenarios occur:

- a) There has been further disruption, but other assessments are able to go ahead
- b) If it is decided that assessments are no longer viable

This guidance details the adaptations available should scenario a) occur.

However, should scenario b) occur and assessment are no longer safely viable, assessments for qualifications in this guidance should be delayed until it is safe to continue.

## Summary of changes

Changes added 9<sup>th</sup> December 2020:

- Clarification added regarding the role of the Expert Witness

Changes added 26<sup>th</sup> October 2020:

- Assessment mitigation support for Early Years/Childcare qualifications offered in England, Wales and NI (except the ones with Wales only, NI only and Wales and NI in the titles)
- Assessment mitigation support for Early Years/Childcare qualifications in Wales and Northern Ireland only (regulated by Qualifications Wales and CCEA)

This guidance includes the following topics:

- Updated overview as per DFE Contingencies for VTQs Oct 2021
- Guidance on qualifications regulated by Ofqual
- Practice-based adaptations
- Supporting learners' practical evidence – helpful suggestions
- Knowledge-based adaptations
- Guidance on qualifications regulated by Qualifications Wales and CCEA
- Observation of practice for competency-based qualifications
- Recording of Expert Witness Testimony
- Use of technology to support assessment
- Triangulation of evidence
- Simulation
- Mandatory work experience/practice hours
- 2020/2021 'progressing' Level 2 CCLD learners.
- Standards verification
- Recording adaptations and delays to assessment
- Equalities and objectivity
- Malpractice and maladministration
- Appendix A: Qualifications this guidance applies to

# Guidance on qualifications regulated by Ofqual

The coronavirus (COVID-19) pandemic has resulted in disruption to education and training during spring and summer 2020. National/Local restrictions are likely to be in place during 2020/21, and further disruption may occur. Due to continued requirements to adhere to social distancing and restrictions this may affect either learner or assessor access to employer sites.

Full guidance will be issued once Ofqual has responded. In the interim we recommend that all centres continue to communicate with employers on accessing placement/work experience for ongoing support and assessment. We appreciate that this may still be challenge, therefore we have agreed to review the work placement situation in January 2021 and prior to that we will be liaising with you all in December 2020 to gather further information on access to placements or work experience

## Practice-based adaptations

### Expert Witness

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.

An expert witness must:

- 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.

The EWT should be provided with induction, training and ongoing support from the Assessor. Centres must adapt their Internal Quality Assurance strategies to ensure that Assessor judgements based on EWT are prioritised for standardisation and sampling activities.

# Supporting learners' practice evidence – Helpful suggestions

Here are some good practice tips for centres to consider. These will help reassure employers and help you plan and prioritise work placements for learners completing their qualifications up to July 2021.

- Centres must make use of Skills for Care (SfC) adaptations/flexibilities to assessment principles, where it is not safe to gain direct observation of performance as primary evidence
- Make use of an Expert Witness Testimony and train Expert Witnesses to provide valid evidence.
- Use of remote technology where appropriate and following the SfC assessment principles adaptations/flexibilities
- Working with employers to plan for placements. Centres to have a strategy in place for reducing the risk and following local protocols
- Planning for placement and phasing these for Year 2 learners as a priority.
- Consider block placements rather than weekly especially for second year learners
- Supporting employers by preparing learners and assessors in infection prevention and control and associated risk assessments
- Assessors/teachers/tutors to prioritise observations during visits and make use of outdoor environments to minimise risk especially in Childcare
- 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
- Use of simulations where permitted in the individual unit guidance or qualification assessment strategy, however this cannot be used where interaction with individuals or children is required to achieve competence.

## Knowledge-based adaptations

Evidence for knowledge-based criteria can continue as per the specification. Centres may adapt the way in which these are assessed, for example:

- undertaking professional discussions using audio visual remote technology which could be recorded
- submission of learner evidence/feedback via email
- feedback could be provided by phone/using online collaboration software.

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Alternative methods can be used in those units where observation is a required assessment method. Methods could include:

- use of and Expert Witness testimony
- reflective accounts which could be authenticated by a valid Expert Witness
- professional discussion to discuss practical evidence and make suitable plans for areas for development.
- learner statements which could be authenticated by a valid Expert Witness
- photographic/audio/video evidence

The normal requirements for ensuring data privacy should continue due to the potential sensitive nature of work within the Early Years

## Guidance on qualifications regulated by Qualifications Wales and CCEA

The coronavirus (COVID-19) pandemic has resulted in disruption to education and training during spring and summer 2020. Public health restrictions are likely to be in place during 2020/21, and further disruption may occur on a localised basis. To mitigate the disruption to teaching, learning and assessment of a range of Childcare qualifications detailed in Appendix 1, flexible approaches have been applied specifically where:

- there are requirements to include direct observation as the main source of evidence
- where work experience/practice hours are a mandatory requirement of the qualification

By putting in place these arrangements the Awarding Organisations/Bodies have considered issues relating to the manageability, validity and reliability of the relevant qualifications and their assessment, whilst simultaneously responding to the prospect of ongoing disruption during 2020/21.

The following arrangements have been collaboratively developed and agreed with Awarding Organisations, Qualifications Wales and CCEA, and with the relevant workforce regulators in both Wales and Northern Ireland. They apply to Childcare qualifications delivered in Wales and Northern Ireland.

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This guidance update replaces those communicated in Summer 2020. They will be available until 30 June 2021 and apply to:

- Any learners who were registered and on-programme before 31 August 2020 and have yet to complete.
- Any new learners registered from 01 September 2020

## Observation of practice for competency-based qualification

Where it is safe to do so, observation by an occupationally competent and qualified assessor is preferred as the **main source of evidence for all learners**.

Where this is not possible due to protracted disruption caused by Covid-19 restrictions, the Awarding Organisations/Bodies will accept testimonies provided by a suitably experienced employer/manager/leader recruited by the centre to undertake the role of an Expert Witness (EW).

Centres must ensure that EWs fulfil the specific requirements detailed in the Skills for Care and Development Assessment Principles and/or their recently published 'flexible arrangements' document. This includes the requirement to provide EWs with induction, training and ongoing support that is timely, meaningful and appropriate.

Additionally, centres must adapt their Internal Quality Assurance strategies to ensure that Assessor judgements based on Expert Witness Testimony (EWT) are prioritised for standardisation and sampling activities.

The appropriate use, recording, standardisation and sampling of EWT and the process of EW recruitment, induction, training and support will be subject to External Quality Assurance by the Awarding Organisations/Bodies.

**Certification will not be possible for any competency-based qualification unless substantial assessor observations and/or EWT are present in a learner's portfolio and that these are based on experience within a real work setting.**

## Recording of Experts Witness Testimony

Centres should enable Expert Witnesses to provide and present their testimony in an efficient way ensuring that this 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 EW contributions. Please note that both paper and online forms are permitted.

Throughout the process centres must ensure that the confidentiality, dignity and privacy of individuals, children, young people, or families using services remains paramount and must not be compromised. This is particularly important when video and/or audio streaming or recording is being used.

## Use of technology to support assessment

In order to protect their confidentiality, dignity and privacy the use of video and/or audio streaming or recordings is **not permitted for direct observation** where an individual, child or young person, or their families may be present or wherein personal information about their care is being discussed. Additionally, it is not permitted to use technology to record supervision or appraisal meetings.

Video and/or audio streaming and recording can be used to gather evidence in the following situations only:

- assessment planning, feedback and review
- team meetings – only aspects of the Agenda that are general in nature e.g. not linked to the care of a specific care of an individual, child or young person, or their families
- Planning and/or review of the learner's training and development
- Planning of supervision/appraisal
- Professional discussion
- Planning and recording EWT
- Learner reflection



## Triangulation of evidence

The requirement to capture evidence of competence, and applied knowledge and understanding, continues to be best practice and is essential to robust assessment.

Triangulation of evidence during this period must include:

- Assessor observation and/or EWT
- Learner reflection
- Professional discussion

## Simulation

Simulation is a useful way to learn new skills and to develop and gain confidence in a safe and supported environment, for example, when learning how to prepare a bottle for a baby. In some circumstances, it can be used to judge competency, for example the assessment of first aid skills, including different forms of CPR.

Within competency qualifications, simulation is **ONLY** permitted where explicitly detailed within a specific unit. Simulation must **NOT** be used in any other circumstances

## Mandatory work experience/practice hours

Where a work experience/practice requirement is a mandatory requirement within a qualification, wherever possible Awarding Bodies/Organisations expect all learners to achieve this requirement in full. Where this is not possible due to the impact of Covid-19 restrictions only, learners will be able to progress to certification in the following circumstances:

- The learner has completed at least 70% of the required work experience/practice hours and all attempts to access further hours have been exhausted – please see table below for relevant calculations
- Steps have been taken to support the learner to achieve the required work experience/practice hours, including part-time employment, bank and relief options, volunteering, work during holiday periods
- Actions taken to secure the full requirement of work experience/practice hours have been recorded and are available for internal and external quality assurance

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Level	Qualification Title	Mandatory placement hours	70% flexibility – hours required
<b>Child Development and Well-being</b>			
Level 2	Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)	280hrs	196hrs
Level 3	Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)	700hrs	490hrs
Level 3	Extended Diploma for Children's Care, Learning and Development (Wales and Northern Ireland)	700hrs	490hrs
Level 2	Diploma for Children's Care, Learning and Development (Northern Ireland)	350-400hrs	245 – 280hrs
Level 3	Diploma for Children's Care, Learning and Development (Northern Ireland)	600-700hrs	420 – 490hrs

In extremely exceptional circumstances, certification may still be possible for learners who have completed less than 70% of the required work experience/practice hours. Awarding Organisations/Bodies will continue to work collaboratively with all relevant stakeholders to monitor learners' ongoing access to work experience/practice. Any further adaptations relating to work experience/practice hours will only be considered by the Awarding Organisations/Bodies where robust triangulation of evidence is present within a learner's portfolio, as follows:

- Significant Expert Witness Testimony (EWT) from the employer which details the learner's competence has been consistently displayed over time, across all units within the qualification and is sufficient to meet the specified assessment criteria. Please note that a single EWT will not be accepted as enough evidence.
- Substantial and holistic learner reflection across all units within the qualification clearly evidencing the integration of knowledge into practice. Reflections must be linked solely to the learner's work experience/placement; reflection based on simulation, case studies or scenario-based reflection will not be accepted
- Significant professional discussions between the learner, assessor and Expert Witness. These will occur over time and provide opportunity for the:
  - learner to expand on submitted reflections for the purposes of VARCS
  - the EWT to enrich and validate the learner's reflections
  - the Assessor to gather evidence relating to outstanding areas of competency, particularly in relation to the integration of knowledge into practice and/or aspects of practice occur infrequently.

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In light of the level of uncertainty currently being experienced with regard access to work experience/practice and to help ensure the best opportunity for a successful outcome, centres should use this model of triangulation for all learners who are completing competency-based qualifications.

## 2020/2021 'Progressing' Level 2 CCLD learners

Learners who are progressing from the Level 2 CCLD to Level 3 during this academic year (2020/21) 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. This allowance will only be available if the learner can:

- Evidence recent (within the previous 2 years), authenticated and relevant work experience which reflects some of the competency requirements of the Level 3 qualification to which they are progressing.

All learners seeking to access this adaptation must undergo initial assessment against the requirements of the qualification, and an individual learning plan produced. Internal Quality Assurance strategies must be adapted to ensure adequate sampling of this process and its outcomes with the associated documentation for both aspects made available for External Quality Assurance.

## Standards Verification

Standards verification will continue remotely by your allocated Standards Verifier for the qualifications listed in Appendix A to enable certification for learners as appropriate. We will look to prioritise verification activities for learners completing their courses or requiring certification. Please ensure all portfolios are retained for retrospective sampling by your Standards Verifier.

We will be regularly monitoring registrations and certification claims made during this period and will apply further quality assurance measures and checks if there are unexpected shifts in registrations and claims that are unusual for this time of year.

# Recording adaptations and delays to assessment

If your learners are impacted and you need to provide adapted assessments for your learners, you may liaise with your Lead SV or Standards Verifier for advice before certification. Your Senior Standards Verifier will also be available to support you should you need additional support.

For any adapted assessment or delays to assessment, it is important that you notify your Standards Verifier, this is to ensure that Pearson retains sufficient oversight to ensure that we know what adaptations are being implemented and/or can support where there are delays to assessment.

Any adapted assessments or delays to assessment will need to be recorded in your Standards Verifier report. This data may be passed onto the DfE/Ofqual should they require it.

## Equalities and Objectivity

It is important that when making adapted assessment available for learners, centres consider the ability of some groups of learners in accessing adapted assessments. We should look to, as far as possible, to ensure that any adaptations do not advantage or disadvantage any learner and minimise any disadvantage to learners with a protected characteristic. For learners with special educational needs and/or disabilities (SEND), or other vulnerable learners, whilst we have published guidance to support adapted assessment across sectors, we acknowledge that centres will be best placed to accommodate this when making adapted assessments available for their learners.

Ofqual has concluded that Pearson remain subject to a number of equalities obligations, both under the Equality Act and under the General Conditions (Condition [D2](#)) and these will continue to apply in addition to the extended extraordinary regulatory framework. Reasonable adjustments must be made available wherever possible, and we will be obligated to monitor any disadvantages for groups of learners and remove these where they are not justified.

In its published outcomes, Ofqual has recognised the importance of ensuring non-bias during this time and has provided additional guidance to Awarding Organisations

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and Heads of Centres to support this. If you need support or guidance please do contact our sector specialists, whose details are [here](#).

## Malpractice and Maladministration

Assessments can be adapted so that students are able to progress in their learning and life despite the current disruptions to our normal way of teaching, learning and assessing. It is important that centres ensure standards are maintained when assessments are adapted. As with all of our internally assessed assessments, we expect our centres to deliver and assess them appropriately. Centres should also be aware of the heightened potential of learner malpractice where assessments are adapted – through impersonation for online assessment or collusion between learners for example.

We may need to investigate where there are concerns centres may not have delivered adapted assessments appropriately or not followed the centre assessed grade process guidance. Centres are reminded to report all instances of suspected malpractice to Pearson via [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com) (for learner malpractice) or via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) (teacher malpractice and maladministration).

## Appendix 1: Qualifications this guidance applies to

QN 501/2250/2 LEADERSHIP FOR CHILDREN'S CARE, LEARNING AND DEVELOPMENT (MANAGEMENT) (LEVEL 5 DIPLOMA)

QN 501/2250/2 LEADERSHIP FOR CHILDREN'S CARE, LEARNING AND DEVELOPMENT (ADVANCED PRACTICE) (LEVEL 5 DIPLOMA)

QN 500/9940/1 THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE (LEVEL 2 CERTIFICATE)

QN 603/4999/2 EARLY YEARS PRACTITIONERS (LEVEL 2 DIPLOMA)

QN 500/9504/3 DIPLOMA LEVEL 3 IN CHILDREN AND YOUNG PEOPLE'S WORKFORCE (LEARNING, DEVELOPMENT AND SUPPORT SERVICES)

QN 601/2963/3 CHILDRENS LEARNING AND DEVELOPMENT (LEVEL 3 DIPLOMA) EARLY YEARS EDUCATOR.

QN 500/9504/3 DIPLOMA LEVEL 3 IN CHILDREN AND YOUNG PEOPLE'S WORKFORCE (SOCIAL CARE)

QN 601/5402/0 BTEC LEVEL 3 DIPLOMA FOR RESIDENTIAL CHILDCARE (ENGLAND)

QN 601/5402/0 BTEC LEVEL 5 DIPLOMA IN LEADERSHIP FOR RESIDENTIAL CHILDCARE (ENGLAND)

### Wales and Northern Ireland Specific Qualifications:

QN501/2249/6 CHILDREN'S CARE, LEARNING AND DEVELOPMENT (APPRENTICESHIP) (WALES & N.I.) (LEVEL 3 DIPLOMA)

QN501/1814/6 CHILDREN'S CARE, LEARNING AND DEVELOPMENT (APPRENTICESHIP) (WALES & N.I.) (LEVEL 2 DIPLOMA)

QN501/2251/4 LEADERSHIP FOR CHILDREN'S CARE, LEARNING AND DEVELOPMENT (MANAGEMENT) (WALES & N.I.) (LEVEL 5)

QN501/2250/2 LEADERSHIP FOR CHILDREN'S CARE, LEARNING AND DEVELOPMENT (ADVANCED PRACTICE) (WALES & N.I.) (LEVEL 5)