

**NCFE**

**CACHE**

# Preparing for placement

## December webinar FAQs

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You can watch the webinar [here](#).

Question	Answer
What flexibility in placement hours for EYE & EYP learners is there?	We have been working with the DfE and Ofqual throughout the pandemic to find alternative solutions to the issues surrounding placement for Early Years Learners. The DfE have stated that you should plan to meet the placement hours recommended in the qualification specifications, however they are fully aware that it is highly unlikely that all learners will achieve these at present. Therefore the flexibility offered by DfE is that competency must be seen for those parts of the qualification that require it, but that if this competency can be seen in a shorter amount of time that specified in the qualification and assessors are happy that the learner is competent then shorter hours are acceptable.
Will there be an option for level 2 diploma in Early Years Practitioner to be certificated without a licence to practice?	At present there is no option for EYP's to be certificated without the LP portion of the qualification. The option would be to transfer to a knowledge only qualification or delay. For instance, the following qualification: <a href="#">NCFE CACHE Level 2 Diploma Introducing Caring for Children and Young People (603/3477/0)</a> .
Students are getting a little worried about not being able to find a placement	We are continuing to look at how learners can continue their studies and keep motivated without placement. Our <a href="#">preparing for placement programme</a> helps prepare learners for their work experience. Practical workshops in a classroom environment also provides opportunity for learners to begin building their skills portfolio, and once in placement this can be signed off in a timely way.
Our placements are saying that they may not accept learners this year. Will they still be able to achieve the qualification?	We share and understand the concerns that you have regarding learner access to placements. CACHE is providing support to centres to keep learners motivated without placement, however as the Early Years Educator qualifications and the Early Years Practitioner are competency-based qualifications, these cannot be achieved without learners achieving that competency. We are working on adaptations, but this will still require observation of competence, or an EWT in line with licence to practice requirements.
The placements will not have time to complete all the required statements for each student so therefore may not take students because of the work required?	We understand that written statements can be time consuming for the settings, perhaps a professional telephone discussion with the setting and the assessor taking notes or voice recordings can be used rather than a written statement.
Do Level 3 learners have to do 450 hours with 100 hours guidance? Our 1st year T Level students are yet to go out and settings are saying March at the earliest next year.	Students on the Education and Childcare T Level should plan to complete the hours but the Institute have stated that students can complete 415 hours, 100 of which can be assigned to planning, assessing and supervision in the work placement. This flexibility should protect students and allow them to complete in a timely way.

	All other EYE & EYP qualifications are not restricted by the number of hours but there must be evidence allocated to each criteria in the skills portfolio.
We were in a Tier 3 area from July so no placements have been able to be carried out and it is not looking likely in our area due to new restrictions, what will we do if placements cannot happen?	We share and understand the concerns that you have regarding learner access to placements. CACHE is providing support to centres to keep learners motivated without placement, however as the Early Years Educator qualifications and the Early Years Practitioner are competency-based qualifications, these cannot be achieved without learners achieving that competency. We are working on adaptations but this will still require observation of competence, or an EWT in line with licence to practice requirements.
What are the options for assessing learners in the 16-18 age bracket, who are not able to attend placement because their schools/college risk assessment is not allowing it?	We share and understand the concerns that you have regarding learner access to placements. CACHE is providing support to centres to keep learners motivated without placement, however as the Early Years Educator qualifications and the Early Years Practitioner are competency-based qualifications, these cannot be achieved without learners achieving that competency. We are working on adaptations but this will still require observation of competence, or an EWT in line with licence to practice requirements.
With the lack of practical experience for L3 EYE I am concerned that employers will not agree that they have a Licence to Practice. Very different to learn theory, scenarios in the classroom etc. But this is no substitute for real work-based experiences.	We share and understand the concerns that you have regarding learner access to placements. CACHE is providing support to centres to keep learners motivated without placement, however as the Early Years Educator qualifications and the Early Years Practitioner are competency-based qualifications, these cannot be achieved without learners achieving that competency. We are working on adaptations but this will still require observation of competence, or an EWT in line with licence to practice requirements.
CACHE guidance states "Expert Witnesses must be inducted by the centre to familiarise themselves with the content and requirements of the units for which they are giving testimony, and the principles for writing an expert witness testimony" - can you explain more about what "inducted by the centre" means?	The EWT must be in a position of responsibility with sound experience in their role. Examples include Room Leader, Deputy and long serving Level 3. As well as teachers and those with EYPS. EWTs should be aware of expectations and feel confident and comfortable with what they are being asked to do. Under these challenging circumstances arrangements outside of this are not required and as always a triangulation of evidence managed by your centre assessor should be in place before competency is signed off.
STL - With the flexibility of placement hours has there been discussions about the level 2 & 3 Supporting Teaching and Learning?	Flexibility around the placement hours has been extended to the STL qualifications.
Do you have a proforma for the expert witness testimony or are you happy for the assessor to compile their own?	We are happy for the assessor to compile their own, however there is a template on the course file page of the website. Pre-populated EWT are not acceptable these should be individualised to each learner and areas to be covered.

<p>Can you please confirm if a learner is unable to have experience of all age groups within Early Years how we as the assessor cover evidence for competency?</p>	<p>We and the DfE understand the issues surrounding accessing placements. Your option here is to use an expert witness testimony but this must be triangulated with a professional discussion with your learner and reflection. Whilst carrying out the professional discussion it would be useful to ask your learner how they have adapted the practice, which you have seen previously, i.e. if you have seen them working with older children, how could they adapt to meet the needs of babies and younger children.</p>
<p>Will this also apply to the Certificate and Extended Diploma for Health and Social Care? Can we cover placement hours with practical, workshops, health promotion campaigns etc?</p>	<p>Yes you can use all of the things you have mentioned along with perhaps expert talks (via Zoom). Please refer to the blueprint document and adaptation guidance on our <a href="#">covid hub</a> and adaptation information on each qualification page on <a href="#">QualHub</a>.</p>
<p>Being in tier 3, lockdown and increase in covid cases are there relevant ways to gather evidence for L2/L3 in health and social care?</p>	<p>You could look at covering placement hours with practical, workshops, health promotions campaigns, expert talks. Please refer to the blueprint document and adaptation guidance on our <a href="#">covid hub</a> and adaptation information on each qualification page on <a href="#">QualHub</a>.</p>
<p>If the observation was carried out by previous assessor, could I use that to build on?</p>	<p>Yes you can use the previous assessors observations to build on. These should be at the same level and for the qualification which the student is currently studying. The IQA would need to comment on the assessors capabilities/competencies. If all in place, then this could be used. This would be individual and need to be discussed with the EQA if further guidance is required.</p>
<p>If you supported a learner through Level 2 for a full year and learner still in same setting could we past direct observation for health and safety, activities both indoor and outdoor?</p>	<p>These would need to be strengthened by EWT and professional discussion to ensure responsibility at a higher level has been maintained. Please refer to the <a href="#">adaptations document</a>.</p>
<p>Could assessors use reflection on past direct observations as adapted evidence?</p>	<p>Yes, however these could be strengthened by EWT and professional discussion to ensure responsibility has been maintained. Please refer to the <a href="#">adaptations document</a>.</p>
<p>Feb 2021 finish course for level 3 but how much requires to be observed?</p>	<p>All be able to criteria require observation, however you can use expert witness testimonies and the triangulation method if assessors are unable to access placement. Adaptations are in place but these will still require observation of competence, or an EWT in line with licence to practice requirements.</p>
<p>Can we use the add the hours used in class to prepare learners for observations as placement hours?</p>	<p>As there is flexibility in the number of hours needed in placement we would say that preparing for placement should not be used as placement hours. This is not necessary as it is around meeting competence.</p>
<p>What other methods can be added as hours in placement?</p>	<p>There is no substitute for placement hours. As there is flexibility in the number of hours needed in placement we would say that preparing for placement should not be used as placement hours. This is not necessary as it is around meeting competence. Please refer to the <a href="#">adaptations document</a>.</p>

<p>Can we do things at college to get a better understanding of a learners competency?</p>	<p>You can use professional discussions and learner reflection, but this alone cannot show competency. This must be triangulated with either observations or witness testimonies. Practical workshops in a classroom environment also provides opportunity for learners to begin building their skills portfolio, and once in placement this can be signed off in a timely way. Please refer to the <a href="#">adaptations document</a>.</p>
<p>If a Level 2 has only had limited work placement, and is now doing Year 1 of the EYE and is unable to go to a work placement how can we possibly assess competence of skills?</p>	<p>We share and understand the concerns that you have regarding learner access to placements. CACHE is providing support to centres to keep learners motivated without placement, however as the Early Years Educator qualifications and the Early Years Practitioner are competency-based qualifications, these cannot be achieved without learners achieving that competency. We are working on adaptations but this will still require observation of competence, or an EWT in line with licence to practice requirements.</p>
<p>Our settings are saying for our classroom-based learners EYE, are not able to access 1/2 days per week? Saying it would prove difficult for the part time students to be in a bubble. This seems to be biased towards apprenticeships who are in placement full time.</p>	<p>If you can get placements try sending learners out in blocks rather than in one or two days per week, settings maybe able to and more willing to accommodate placements in this way. You should view the placements available as a whole resource, when your learner is found competent don't leave them in the placement for the hours, competency is what is required. Take students out when competent, use the resource for another learner.</p>
<p>Are we able to use block placements rather than have students accessing 1/2 days per week? Worried this will not demonstrate consistent competency.</p>	<p>If you can get placements try sending learners out in blocks rather than in one or two days per week, settings maybe able to and more willing to accommodate placements in this way. You should view the placements available as a whole resource, when your learner is found competent don't leave them in the placement for the hours, competency is what is required. Take students out when competent, use the resource for another learner.</p>
<p>Has the minimum requirements for the level 2 diploma been removed?</p>	<p>In terms of placement hours – flexibility for the EYP L2 qualification is the same as with level 3 qualifications.</p>
<p>Could the 'Be able to...' booklet be update with ideas for alternative methods?</p>	<p>We will look at this once we are confident alternative adaptations can be used, for now please note that direct observations can be satisfied through EWT. Please refer to the <a href="#">adaptations document</a>.</p>
<p>Could Level 2 go into a school setting?</p>	<p>Yes, if they are able to access any placement this would be a good start. However, assessment must be achieved in line with the EYFS.</p>
<p>Being in Leicester we have been under restriction continually since March. Our settings are not accepting students, only 36/150 students have been placed. Some of these settings are in the county, where other students are not able to access. How would we proceed if settings don't open?</p>	<p>We share and understand the concerns that you have regarding learner access to placements. CACHE is providing support to centres to keep learners motivated without placement, however as the Early Years Educator qualifications and the Early Years Practitioner are competency-based qualifications, these cannot be</p>

	achieved without learners achieving that competency. We are working on adaptations but this will still require observation of competence, or an EWT in line with licence to practice requirements.
Last time we used childminders, Ofsted stated the student had to be registered as well.	Please refer to our latest up to date guidance on our website regarding Childminders. Where you may want to seek further clarification please contact your Local Authority.
What do we do if we can't secure enough placements to include the Level 2 students?	We share and understand the concerns that you have regarding learner access to placements. CACHE is providing support to centres to keep learners motivated without placement, however as the Early Years Educator qualifications and the Early Years Practitioner are competency-based qualifications, these cannot be achieved without learners achieving that competency. We are working on adaptations but this will still require observation of competence, or an EWT in line with licence to practice requirements.
Does the guidance apply other NCFE courses and programs such as Business Admin?	Please refer to the individual qualification pages and the adaptations document or contact our Customer Support team on 0191 239 8000 or <a href="mailto:customersupport@ncfe.org.uk">customersupport@ncfe.org.uk</a> .
Is there a reduction to hours for the Level 3 601/8437/1 programme?	There is flexibility in the hours required for placement yes, competency is what is required against all the criteria.
We are having issues allowing tutors in for observations. Do students need tutor observations to pass, or are witness testimonies effective enough?	We and the DfE understand the issues surrounding accessing placements. Your option here is to use an expert witness testimony but this must be triangulated with a professional discussion with your learner and reflection.
Does the person who is writing an EWT have to attended standardisation etc?	The EWT must be in a position of responsibility with sound experience in their role. Examples include Room Leader, Deputy and long serving Level 3. As well as teachers and those with EYPS. EWTs should be aware of expectations and feel confident and comfortable with what they are being asked to do. Under these challenging circumstances arrangements outside of this are not required and as always a triangulation of evidence managed by your centre assessor should be in place before competency is signed off. Please refer to the adaptations document.
Are you doing any of the open surgeries again?	If you would like some time with Janet and Karina then please email Karina directly who will arrange a slot for you: <a href="mailto:karina.poultney-shaw@cache.org.uk">karina.poultney-shaw@cache.org.uk</a>
How can we reassure our learners who have yet to find a placement (mainly TA, they are concerned they won't achieve)?	Students studying for a licence to practice qualification (EYE-EYP) have reassurances of flexibilities with regard to placement hours. Placement for TA's may include mentoring within your own centre, for example with younger learners or learners studying at a lower level including those with SEND.

<p>What the alternatives are for a EYE Level 3 learner in a 3- 5 pre-school who may not be able to access 0-2 year old setting previously planned for observation of competence?</p>	<p>We and the DfE understand the issues surrounding accessing placements. Your option here is to use an expert witness testimony but this must be triangulated with a professional discussion with your learner and reflection. Whilst carrying out the professional discussion it would be useful to ask your learner how they have adapted the practice, which you have seen previously, i.e. if you have seen them working with older children, how could they adapt to meet the needs of babies and younger children.</p>
<p>For supporting teaching and learning qualifications is it ok for the EWT approach as the schools are reluctant to have assessors in as an external visitor?</p>	<p>Yes, it is a good approach to use EWT but follow the same guidelines around triangulation. i.e. triangulated with a professional discussion with your learner and reflection.</p>
<p>Is there a reduction in units planned similar to BTEC? That's for the Childcare in Education Level 3 course</p>	<p>Not at present no, although we are looking at what further adaptations may need to be put in place. Individual centres wishing to discuss holistic delivery and assessment can get in touch, although this is more challenging with graded qualifications, <a href="mailto:janet.king@cache.org.uk">janet.king@cache.org.uk</a></p>
<p>I would like to ask, the DfE have published guidance on 26th November to mention students can attend settings. However, there is still no guidance to say an assessor should be allowed on site and many of our employers have categorically said they will not be having any visitors on site as they are non essential. Should we as assessors even be trying to arrange placement visits as it feels almost against government guidelines? Also, is there a minimum physical observation needed by an assessor or are witness testimonies (if unavoidable) sufficient to cover all the 'be able to' criteria?</p>	<p>We and the DfE understand the issues surrounding accessing placements. Your option here is to use an expert witness testimony but this must be triangulated with a professional discussion with your learner and reflection.</p>
<p>Is there any additional risk assessments that we would need to carry out if we arranged work placements with Childminders? Thanks, Nicola</p>	<p>Please check our up to date guidance on our preparing for placement webpages.</p>
<p>I know that 25% of hours from Level 2 can be used on Level 3 but can we cross reference the criteria where relevant also to APL?</p>	<p>These would need to be strengthened by EWT and professional discussion to ensure responsibility at a higher level has been maintained</p>
<p>We have contacted our care home placements however they are not willing to take students yet. What will be the impact with Level 3 Health and Social Care if students do not have 70% of the hours required for the course to gain the full Extended diploma? They are not assessed for criteria through placement and we can simulate skills activities in college.</p>	<p>There are adaptations in place, please refer to the relevant qualification page on QualHub.</p>
<p>Level 2 EYE low cohort of placements, how many hours will they need overall?</p>	<p>The same flexibility applies to the Level 2 EPY as to the Level 3 EYE, it is about the learner being competent rather than the hours spent in placement.</p>

<p>Level 3 CACHE Health and Social Care Certificate - this external assessment is all about reflection on their placement, can you direct me as to where I can get information regarding this please?</p>	<p>Please find further information here.</p>
<p>Can we use role play and record it (no faces) as well as written records?</p>	<p>At present video recordings are not allowed where children and young people are concerned. However, this could be reflected upon and used as triangulation of evidence.</p>
<p>Will there be further resources available to support skills development? Our students have successfully completed the work provided so far.</p>	<p>We are delighted that the placement programme has been successful for you and we will continue to consider how we could develop this further.</p>
<p>Will the end date be extended for students in order to achieve competence, if the assessors believe they are not fully competent?</p>	<p>Whilst qualifications are live student will be able to claim for their certificates when you feel they are ready. This may have implications to individual learning agreements, and you should discuss this internally at your centre. Qualifications that carry UCAS points may be given a date of submission of grades and this is to ensure communication with universities is timely. However, students will still be able to claim for their qualifications outside of this time frame, please note the potential implications for university admissions.</p>
<p>We are struggling to get any of our learners out on placement at the minute as placements are not willing to take on students in our area. How are we to build a portfolio of skills when they do not have any experience as yet? We have some learners on the level 2 early years and primary settings, are they still expected to attend 2 different placements?</p>	<p>Our successful placement programme helps prepare learners for their work experience. Practical workshops in a classroom environment also provides opportunity for learners to begin building their skills portfolio, and once in placement this can be signed off in a timely way. We are working on adaptations for the Level 2 Working in Early Years and Primary settings to make this more achievable.</p>
<p>Can we watch our students in their placement remotely without recording them?</p>	<p>At present the guidance states that video should not be used to avoid any concerns around online safety.</p>
<p>For healthcare programmes with mandatory placement attached where do we stand if employers are not currently offering placements. Will these programmes be delayed?</p>	<p>There are adaptations in place, please refer to the relevant qualification page on QualHub.</p>
<p>If learners do not get out into the RWE, will they still receive a licence to practice? Question is for level 2 students.</p>	<p>As the Early Years Educator qualifications and the Early Years Practitioner are competency-based qualifications, these cannot be achieved without learners achieving that competency. We are working on adaptations but this will still require observation of competence, or an EWT in line with licence to practice requirements.</p>
<p>Are you likely to give any indication exactly which 'be able to' criteria in EYE level 3 course that the EQA would focus on as most important regarding triangulation?</p>	<p>All criteria must be achieved, none are more important than others. We are working on adaptations but this will still require observation of competence, or an EWT in line with licence to practice requirements.</p>

<p>What boundaries do you now have for observing CACHE level 3 early years educators in a placement with babies where the setting is not allowing me to conduct the observation - due to covid protection they have in place. I can still assess her written/discussed evidence but will now not have seen this student in 'every age range'. She is only one of cohort.</p>	<p>We and the DfE understand the issues surrounding accessing placements. Your option here is to use an expert witness testimony but this must be triangulated with a professional discussion with your learner and reflection. Whilst carrying out the professional discussion it would be useful to ask your learner how they have adapted the practice, which you have seen previously with older children, to meet the needs of babies and young children.</p>
<p>Has there been any update on mandatory placement hours for Level 2 Diploma for the Early Years Practitioner, Level 3 Certificate/Diploma in Childcare and Education (EYE) Level 3 Diploma for the Early Years Workforce and Level 2 &amp; Level 3 Supporting Teaching and Learning?</p>	<p>Flexibility has been afforded to the Early Years Educator and Early Years Practitioner qualifications in that you should be seeking competence for all criteria rather than focussing on the hours in placement. We all know different learners achieve competence at different speeds, so once you are happy your learner has achieved the competence the hours in placement are not an issue. STL also has flexibility in hours of placement.</p>
<p>If I was a past learner for level 2 and I completed direct observations in the same setting they are in for level 3 can I use them as a basis and add more professional development?</p>	<p>These would need to be strengthened by EWT and professional discussion to ensure responsibility at a higher level has been maintained.</p>
<p>Is there any more info for completing longitudinal study if no longer in setting regarding Covid-19?</p>	<p>You can find information on the longitudinal study here.</p>
<p>Is one detailed observation enough for level 3 with reflection and witness testimonies completing remaining elements?</p>	<p>Wherever possible students should be observed overtime to give a clear indication of competency level. This could be achieved through EWT and strengthened with further triangulation of evidence.</p>