



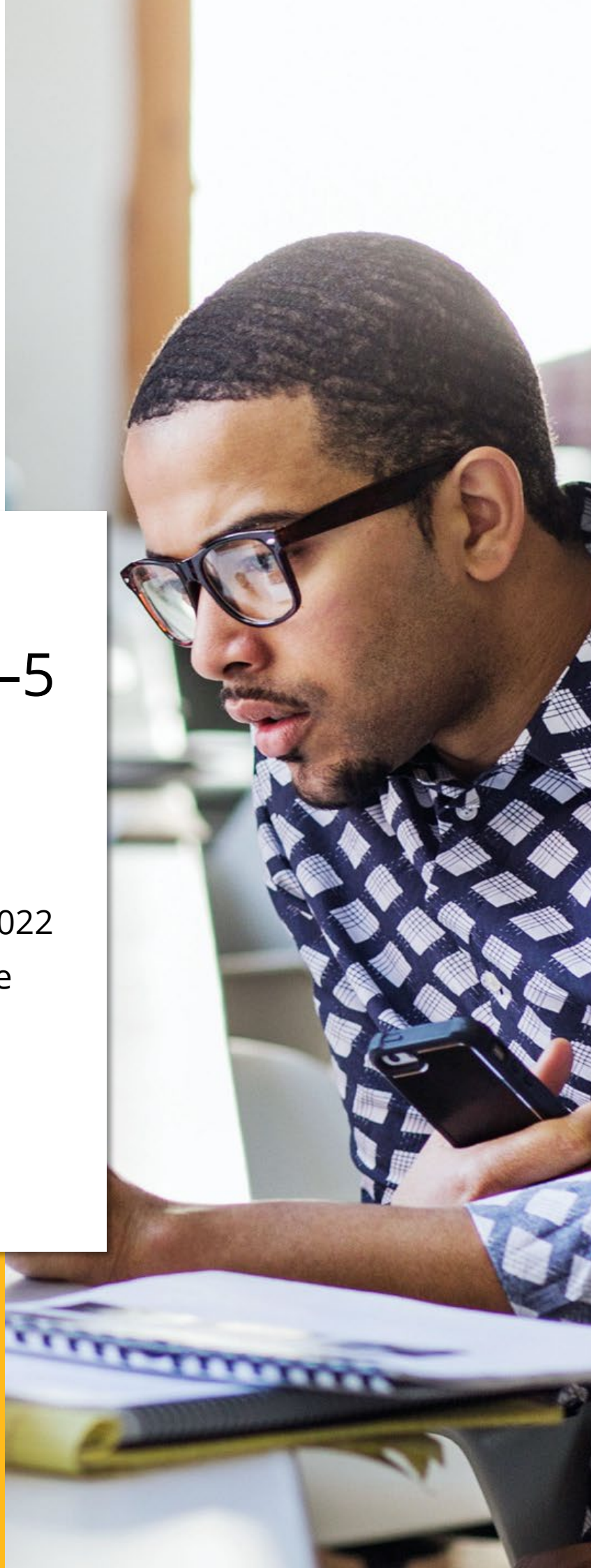
Pearson

Health and Social Care L2-5 (Adult Care)

Contingencies for 2021-2022
for Health and Social Care
Level 2-5

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.

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Health and Social Care Guidance

Pearson has been working closely with Ofqual, Qualifications Wales, CCEA , the Sector Skills Councils and other Awarding Organisations to standardise our approach in the delivery and assessment in our range of Health and Social Care programmes, to determine alternative assessment methods to ensure that learners are not disadvantaged.

We have prepared this guidance to support remote standards verification and detail our position on assessments for qualifications in the Health and Social Care sector.

All approaches have been put in place to support progression. However, it is important to recognise that assessments must be retained where criteria are critical components of occupational or professional competence. In these circumstances, adaptation may not be appropriate or available, and therefore assessments will have to be delayed until restrictions have been lifted or it is safe to continue with assessments.

Summary of changes

- Updated 17th May 2021 for guidance on VCRF
- Links for SfH and SfC Assessment Principles
- Reference and summary/details from joint AO/AB communication
- Clarifications on Equalities and Objectivity

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This guidance includes the following topics:

- Updated overview as per DFE Contingencies for VTQs Oct 2021
- Guidance on adaptations
- Standards verification
- Working with you on adaptations
- Useful links and contact for further support
- Equalities and objectivity
- Malpractice and maladministration
- Appendix A : Qualifications this guidance applies to

Guidance on adaptations

Adaptations listed within this guidance document are based on the Assessment Principles published by [Skills for Health](#) and [Skills for Care](#) and apply to all competence-based qualifications.

Both Skills for Care and Skills for Health stress that internal quality assurance remains key to ensuring that the assessment of evidence for units is consistent and of an appropriate quality, therefore IQA methodologies and approaches should be reviewed in the light of centre's use of flexible arrangements.

Learners should continue to work with their Assessors to plan activities. The safety of all involved should be considered. If access to the workplace to carry out observation of practice is permitted; a COVID-19 risk assessment process should be applied and current government regulations and guidance strictly adhered to.

Flexible arrangements which can be used are listed below but may also be found in a joint AO/AB communication published February 2021:

The published joint AO/AB communication will be linked in this sector guide at a later date.

Direct observation

Competence based assessment requirements must include direct observation of performance as the main source of evidence. Where it is deemed safe and appropriate following a robust COVID-19 risk assessment process, direct observation of performance remains the preferred method of assessment.

Where it is not safe to gain direct observation, a combination of the following approaches can be used to create a robust triangulation of performance-based evidence for the learner:

Expert Witness Testimony

Expert Witness Testimony (EW) is permitted to undertake and provide observations of performance of the learner if an observation by a qualified assessor cannot be completed.

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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 use of an EW should be determined and agreed by the assessor and final assessment decisions must be made by the qualified assessor.

The EW should be provided with induction, training and on-going support from the assessor/IQA in order to encourage the provision of a robust statement of the learner's performance against agreed standards or criteria. A range of suitable EWs should be explored with the learner and workplace. Centres should enable EWs to provide and present their evidence in an efficient way which does not compromise validity and reliability. This could include the use of voice and audio recordings, or through remote discussions where the main assessor could scribe the EW contributions.

Remote technology

It remains that video or audio streaming or recording should **not** be used where this compromises the privacy, dignity or confidentiality of any individual, child or young person, or family using services as a method of gaining performance evidence.

However, an example of acceptable use of remote technology could be used in situations where the assessor wants to see a learner demonstrate putting on PPE correctly, as long as this was conducted in a room where there are no service users present.

Professional Discussion and Reflective Accounts

Reflective Accounts of practice and Professional Discussions can be used to support other forms of evidence, although they are **not** direct evidence sources and therefore cannot replace the observation requirement.

BTEC specialist qualifications and knowledge units

BTEC Specialist qualifications and knowledge units in H&SC can be delivered and assessed remotely. Assessment methods may need to change to fit with current guidance on COVID-19 and centres are advised to review current assessments and workbooks to see if alternative methods are required. Learners do need to achieve the assessment criteria. Real care needs to be taken to ensure assessment of the command verbs is completed in sufficient depth and detail, particularly the verbs 'evaluate' and 'analyse' for the learner to demonstrate the precision and clarify of these terms with reference made, where appropriate, to realistic and normal work practices. It is appropriate to utilise online platforms, and such measures may include audio-recorded professional discussions and written portfolio evidence. These methods are not prescriptive and centres should have procedures in place to ensure learner work submitted remotely is authentic.

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.

Working with you on adaptations

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, 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.

Useful links and contact for further support

<https://www.pearson.com/uk/educators/fe-college-educators/supporting-the-fe-sector-during-coronavirus-covid-19/assessmentarrangements.html>

<https://www.gov.uk/coronavirus>

<https://skillsforhealth.org.uk/covid-support/>

<https://www.skillsforcare.org.uk/About/News/COVID-19->

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, reasonable adjustments can be made to assessment methods. Reasonable adjustments may include the use of scribes, adapting the assessment method (for example changing a written assessment to a verbal presentation). Learners however must meet the assessment

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criteria as published in the specification. Further information can be found on our website alongside the form for applying to use reasonable adjustment (Form RA2) <https://qualifications.pearson.com/en/support/support-topics/exams/special-requirements/reasonable-adjustment.html>

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 any groups of learners and remove these where they are not justified.

Malpractice and Maladministration

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 personation 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 (for learner malpractice) or via pqsmalpractice@pearson.com (teacher malpractice and maladministration).

Appendix A: Qualifications this guidance applies to¹

- 603/2762/5 Pearson BTEC Level 2 Diploma in Care (England)
- 603/2764/9 Pearson BTEC Level 3 Diploma in Adult Care (England)
- 603/2780/7 Pearson BTEC Level 4 Diploma in Adult Care (England)
- 601/6113/9 Pearson BTEC Level 4 Diploma in Adult Care (England)
- 603/3496/4 Pearson BTEC Level 5 Diploma in Leadership and Management for Adult Care (England)
- 603/2462/4 23087 Healthcare Support (Allied Health Profession Therapy Support)
- 603/2462/4 Pearson BTEC Level 3 Diploma in Healthcare Support
- 603/2462/4 23086 Healthcare Support (Children And Young People)
- 603/2462/4 23085 Healthcare Support (Mental Healthcare Support)
- 603/2462/4 23084 Healthcare Support (Theatre Support)
- 603/2462/4 23083 Healthcare Support (Maternity Support)
- 603/2462/4 23082 Healthcare Support (Adult Nursing Support)
- 601/8682/3 Q7002365 Health Screeners (Newborn Hearing Screener) (Level 3 Diploma)
- 601/8682/3 Q7002364 Health Screeners (Diabetic Eye Screener Grader) (Level 3 Diploma)
- 601/8682/3 Q7002363 Health Screeners (Diabetic Eye Grader) (Level 3 Diploma)
- 601/8682/3 Q7002362 Health Screeners (Diabetic Eye Screener) (Level 3 Diploma)
- 601/8682/3 Q7002361 Health Screeners (Abdominal Aortic Aneurysm Screener) (Level 3 Diploma)
- 601/1122/7 Q7002196 Working In End Of Life Care (Level 3 Certificate)
- 601/0116/7 Q7002192 Funeral Operations And Services (Level 3 Certificate)
- 600/9602/0 Q7002191 Funeral Operations And Services (Level 2 Certificate)

¹Qualifications in scope of this guidance must be publicly funded and will be from Entry through to Level 6. For qualifications that do not appear in this guide, we will determine on a case by case basis whether we are able to apply the same approaches to ensure that assessments remain fit for purpose and results remain valid.

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Legacy Qualifications (England):

- 501/1699/X Q7001155 Health And Social Care (Adults) For England (Level 2 Diploma)
- 501/1607/1 Q7001159 Health And Social Care (Adults) For England (Level 3 Diploma)
- 501/2216/2 Q7001144 Perioperative Support (Level 3 Diploma)
- 501/1766/X Q7001142 Maternity And Paediatric Support (Level 3 Diploma)
- 501/1779/8 Q7001141 Clinical Healthcare Support (Level 3 Diploma)
- 501/1765/8 Q7001140 Clinical Healthcare Support (Level 2 Diploma)
- 501/1763/4 Q7001138 Allied Health Profession Support (Level 3 Diploma)
- 501/1767/1 Q7001137 Healthcare Support Services (Level 3 Diploma)
- 501/1768/3 Q7001136 Healthcare Support Services (Level 2 Certificate)
- 601/1122/7 Q7002196 Working In End Of Life Care (Level 3 Certificate)
- 601/4438/5 Q7002238 Leadership For Health And Social Care And Children And Young People's Services (Adults' Advanced Practice)
- 601/4438/5 Q7002237 Leadership For Health And Social Care And Children And Young People's Services (Adults' Management)
- 601/4438/5 Q7002236 Leadership For Health And Social Care And Children And Young People's Services (Adults' Residential)
- 601/4438/5 Q7002235 Leadership For Health And Social Care And Children And Young People's Services (Adults' Advanced Practice)
- 601/4438/5 Q7002234 Leadership For Health And Social Care And Children And Young People's Services (Adults' Management)
- 601/4438/5 Q7002233 Leadership For Health And Social Care And Children And Young People's Services (Adults' Residential)

Wales and Northern Ireland Specific Qualifications*:

* An adapted 70:30 assessment approach can be applied to the following Wales and Northern Ireland qualifications, see Appendix B:

- 501/1835/3 Q7001180 Health And Social Care (Adults) For Wales & N.I. (Apprenticeship) (Level 3 Diploma)
- 501/1809/2 Q7001179 Health And Social Care (Adults) For Wales & N.I. (Apprenticeship) (Level 2 Diploma)
- 600/0292/X Q7001174 Leadership For Health And Social Care Services (Adults' Residential Management) Wales And Northern Ireland
- 600/0051/X Q7001173 Leadership For Health And Social Care Services (Adults' Management) Wales and Northern Ireland (Level 5)

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- 600/0279/7 Q7001172 Leadership For Health And Social Care Services (Adults' Advanced Practice) Wales And Northern Ireland
- 501/1427/X Q7001163 Health And Social Care (Children And Young People) For Wales And Northern Ireland (Level 3 Diploma)
- 501/1835/3 Q7001162 Health And Social Care (Adults) For Wales And Northern Ireland (Level 3 Diploma)
- 501/1809/2 Q7001158 Health And Social Care (Adults) For Wales And Northern Ireland (Level 2 Diploma)

Northern Ireland Specific Qualifications:

These qualifications are knowledge only and therefore in all situations centres should seek to continue teaching, learning and assessment using remote processes and digital technology.

There are sufficient flexibilities within the current assessment strategy to support continued delivery, including the use of digital technology, for example e-portfolio.

- 601/0115/5 Pearson BTEC Level 3 Certificate in Induction into Adult Social Care in Northern Ireland
- 601/0114/3 Pearson BTEC Level 2 Certificate in Induction into Adult Social Care in Northern Ireland

BTEC specialist qualifications:

- Pearson BTEC Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings 501/1589/3
- Pearson BTEC Level 2 Award in Employment and Personal Learning Skills in Health 601/0117/9
- Pearson BTEC Level 3 Award in Employment and Personal Learning Skills in Health 600/9666/4
- Pearson BTEC Level 3 Award in Dementia Awareness - 600/2998/5
- Pearson BTEC Level 3 Award in Awareness of End of Life Care - 601/1121/5
- Pearson BTEC Level 3 Certificate in Activity Provision in Social Care - 600/2955/9
- Pearson BTEC Level 2 Certificate in Principles of Funeral Operations and Services - 601/0122/2
- Pearson BTEC Level 3 Certificate in Principles of Funeral Operations and Services - 601/0121/0