



Centre Information Pack

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Introduction

This pack has been produced to provide Centres with the information they need to manage a portfolio of CACHE qualifications. The growing number of learners embarking on courses to achieve Vocational Qualifications and National Vocational Qualifications highlights the need for a systematic approach to managing these qualifications.

To enable you to get the most out of this pack it has been divided into four sections. The first section contains general information relevant to all Centres. It describes how the relationship between CACHE and the Centre is managed, and the shared tasks and responsibilities that ensure the qualifications are administered successfully. It also highlights the role of the Centre Advisors and the different types of visits that might be required.

The second and third sections outline the specific routes by which VQs and NVQs are administered, the assessment procedures are described in detail, the moderation and verification activities required are explained. Finally, the fourth section will cover Centre information that is only relevant to the delivery of qualifications which are on the Qualification and Credit Framework (QCF).

General Centre Information

What is the difference between a Vocational Qualification (VQ) and a National Vocational Qualification (NVQ)?

A Vocational Qualification (VQ) is a training course that covers the skills and knowledge required in a job at a certain level. To qualify, a learner must attend a course and successfully complete a number of assessable assignments or tests.

A National Vocational Qualification (NVQ) is achieved by proving competence in the workplace against a set of nationally agreed standards (which means a learner should already have knowledge and understanding at this level and already be experienced at doing the job).

CACHE and CACHE Centres Responsibilities

To ensure CACHE qualifications are administered effectively there are a number of responsibilities which are shared between CACHE and the Centre.

CACHE responsibilities

CACHE will:

- approve Centres that meet Centre approval criteria to deliver CACHE qualifications
- issue a contract with Centres outlining roles and responsibilities and a Centre Information Pack to support delivery
- provide dedicated support in the form of a Centre Advisor to each CACHE Centre;
- provide on-going advice, guidance and support to Centres delivering CACHE qualifications
- register learners from Centres for CACHE qualifications
- issue Personal Identification Numbers (PINs) to Centres for all registered learners;
- provide materials in the form of handbooks, support documents and forms to enable Centres to deliver
- CACHE qualifications
- issue certificates for successful learners at unit or full qualification level
- operate complaints, malpractice and appeals procedures in line with regulatory requirements
- monitor and evaluate the quality assurance arrangements for delivery of CACHE qualifications at Centres

Additionally for VQ qualifications CACHE will:

- provide internal and external assessment materials
- mark external assessments and issue assessment results to Centres
- undertake Quality Standards Monitoring across VQ levels
- process and issue the overall results of the qualification to Centres following receipt of the appropriate
- documentation from the Centres
- operate re-mark and enquiry procedures

Additionally for NVQ qualifications CACHE will:

- undertake an external verification role with Centres

Centre responsibilities

The Centre will:

- deliver CACHE qualifications as outlined in the contract and according to the guidance and information provided in this pack
- allow CACHE Centre Advisors access to their premises and records for CACHE qualifications
- nominate a primary point of contact within the Centre for CACHE correspondence
- inform CACHE of any potential instances of malpractice or maladministration

Additionally for VQ qualifications the Centre will:

- nominate a named examinations correspondent who will take responsibility for the appropriate dissemination of CACHE assessment materials, certificates and general information to other staff

Learner and tutor responsibilities for submitted work

It is strongly recommended that learners keep copies of their work and that tutors issue receipts for all work on submission.

If work is lost or stolen prior to submission and marking, the learner must make every attempt to retrieve the lost/stolen document/s. If the work can not be retrieved the learner and tutor should agree a timescale for submission of new work.

If a learner's marked work is lost or stolen after submitting to a tutor, the tutor should be able to provide CACHE with evidence of the satisfactory completion of that work.

Every unit within the qualification will be assessed. Learners will be required to either submit assignments, portfolios and/or sit test papers. The specific assessment requirements for each unit are provided in the Candidate Handbook, or in the published standards.

Adding new Qualifications to a Centre Portfolio

Centres that already offer CACHE qualifications can add to their existing portfolio. Approval forms are available on-line from the CACHE website or directly from CACHE. On completion of this form the Centre will be approved within 5 working days or a Centre Advisor will make contact to arrange a visit if necessary. The visit will be arranged within five working days from receiving the completed forms and can be offered within 10 working days.

Distribution of Candidate Handbooks to Centres

The Candidate Handbooks contain all the information learners need to complete the qualification.

Vocational Qualification (VQ) handbooks are not automatically sent to the Centre. New Centres or Centres offering a new qualification are required to order the amount they need using a VQ order form. Existing Centres that have ordered handbooks before will be sent a list of those handbooks ordered from the previous academic year to confirm amounts.

NVQ handbooks can be ordered at any time and there is a charge for each handbook ordered. CACHE cannot accept Telephone orders for NVQ handbooks as a signature is required.

Order forms for both VQ and NVQ handbooks can be obtained from the CACHE website www.cache.org.uk

Centre Advisors

CACHE Centre Advisors play a key part in enabling Centre's to successfully deliver CACHE qualifications. In addition to their Quality Assurance roles they can assist the Centre in providing access to a range of qualifications available through CACHE.

The Role of the Centre Advisor is to:

- assess the effectiveness of quality procedures by carrying out regulatory visits
- support and advise Centre's on Quality Assurance procedures
- develop the Centre's qualification portfolio
- provide information and guidance through Centre visits, email and telephone

Allocation of Centre Advisors to Centres

New Centre's seeking approval will be allocated a Centre advisor who will contact the Centre to discuss their qualification requirements and arrange a Centre Approval Visit

Re-allocation of Centre Advisors to Centres

On an annual basis, CACHE reviews the allocation of Centre Advisors, which may result in a reallocation of Centre Advisors.

Centre Advisors will always be re-allocated where a potential conflict of interest has been identified. Centres also have the right to request a change to their Centre Advisor.

Centre Visits

Centre visits are a key feature of the relationship between CACHE and Centres. The following are the different types of visit that Centres may receive:

Approval Visit (All Centres)

An Approval Visit is carried out to check that all required policies and procedures are in place and that there are appropriate levels of staffing and resources available to enable Centres to offer CACHE qualifications successfully. This is in accordance with statutory regulations and the CACHE approval criteria.

Regulatory Visit (All Centres)

Regulatory checks or visits to Centres will be carried out by a Centre Advisor. This is to check that all correct policies, procedures, staff, and resources are in place to enable Centres to continue delivering qualifications in line with CACHE and Regulatory requirements.

CACHE may identify occasions where a face to face visit may not be required, In this instance a remote visit will take place. The Centre Advisor will request particular documents from the Centre which will be checked and a report completed and returned to the Centre.

Support and Guidance Visit

This type of visit is provided by a Centre advisor when a Centre has requested further support and guidance on delivering CACHE qualifications or requires detailed information on any other related topics to support the delivery of CACHE qualifications at their Centre. A fee may be charged for these visits. The Centre will be notified at time of booking.

Registration and Certification

Registration of learners for qualifications

Centres should register learners with CACHE at the commencement of their qualification. This ensures that learners are not disadvantaged and have access to information and guidance from CACHE throughout their qualification. For NVQ Qualifications the regulatory authorities require that learners must be registered with CACHE for at least 10 weeks before a full qualification certificate can be issued.

Electronic registration (e|ngage)*

On-line registration of learners is an efficient means of ensuring that accurate learner records are logged with CACHE. Centres should use the e|ngage system to register learners. E|ngage is accessed through the CACHE website www.cache.org.uk

Learners can be registered by inputting the learner details onto the e|ngage system individually or by uploading bulk records from a compatible file generated from an MIS system.

Centres will receive confirmation of registration and allocation of Personal Identification Numbers (PINs) within ten working days of a completed e-registration file (this will be sent by email). Centres can also download Mark Record Summary Sheet (MRSS) directly from e|ngage.

* For more information about using e|ngage (login details and support with getting started) please contact CACHE's Customer Support Team on 0845 347 2123.

Learner registration period

For CACHE qualification learners registration period is in line with the qualification accreditation date. Please note CACHE is unable to extend registration beyond the accreditation date.

The learner registration end date is shown on the confirmation of registration available to download from e|ngage.

Transfer of learners from one qualification to another

Centres who wish to transfer a learner to a different qualification should either write to CACHE or e-mail info@cache.org.uk with the learner's details and the qualification they wish to transfer to.

Both qualifications should still be current and within registration and certification accreditation dates. Transfer requests will be dealt with on an individual basis, are chargeable and authorisation will be at the discretion of CACHE.

CACHE is unable to transfer learner registrations if units have already been achieved, learner must be registered for new qualification.

Transfer of learners from one Centre to another

Learners are able to transfer between Centres. The new Centre should complete a Study Centre Transfer form available on the website, which must be signed by the learner and returned to the Customer Operations Service team at CACHE. The new Centre will then receive confirmation of registration for the transferred learner. Once the learner has been transferred, their details will appear on e|ngage.

Withdrawal of learners from qualifications

In accordance with the Data Protection Act, all Awarding Bodies have to maintain up to date Centre and Learner records. It is therefore important that Centres notify CACHE as soon as learners withdraw from qualifications. Learners can be withdrawn through our e|ngage web portal via the grade entry functionality. Please refer to the help section on e|ngage for detailed instructions or contact CACHE's Customer Support Team on 0845 347 2123.

Claiming Learner Certificates

Centres should claim certificates on behalf of their learners by using the Grade Entry functionality on e|ngage. Grade Entry operates on a real time basis allowing Centres to confirm grades and claim certificates.

Provided a full set of grades for internally assessed units for the qualification have been received, CACHE will issue certificates within fifteen working days of the centre entering the grade/s on e|ngage.

If the qualification is subject to an external test/submission as part of the qualification, certificates will be issued within fifteen working days of Centres receiving the test/submission results (as published on the External Assessment Timetable). All certificates are sent via courier services to Centres for distribution to learners.

Unit Certification

When a learner has been registered for a full qualification and unit certification is requested there will be a charge per unit certificate. There will be no charge for unit certification if learners are registered for units only.

No charge will be raised where a learner has left the course prior to completion, provided the learner is withdrawn via our eEngage web portal.

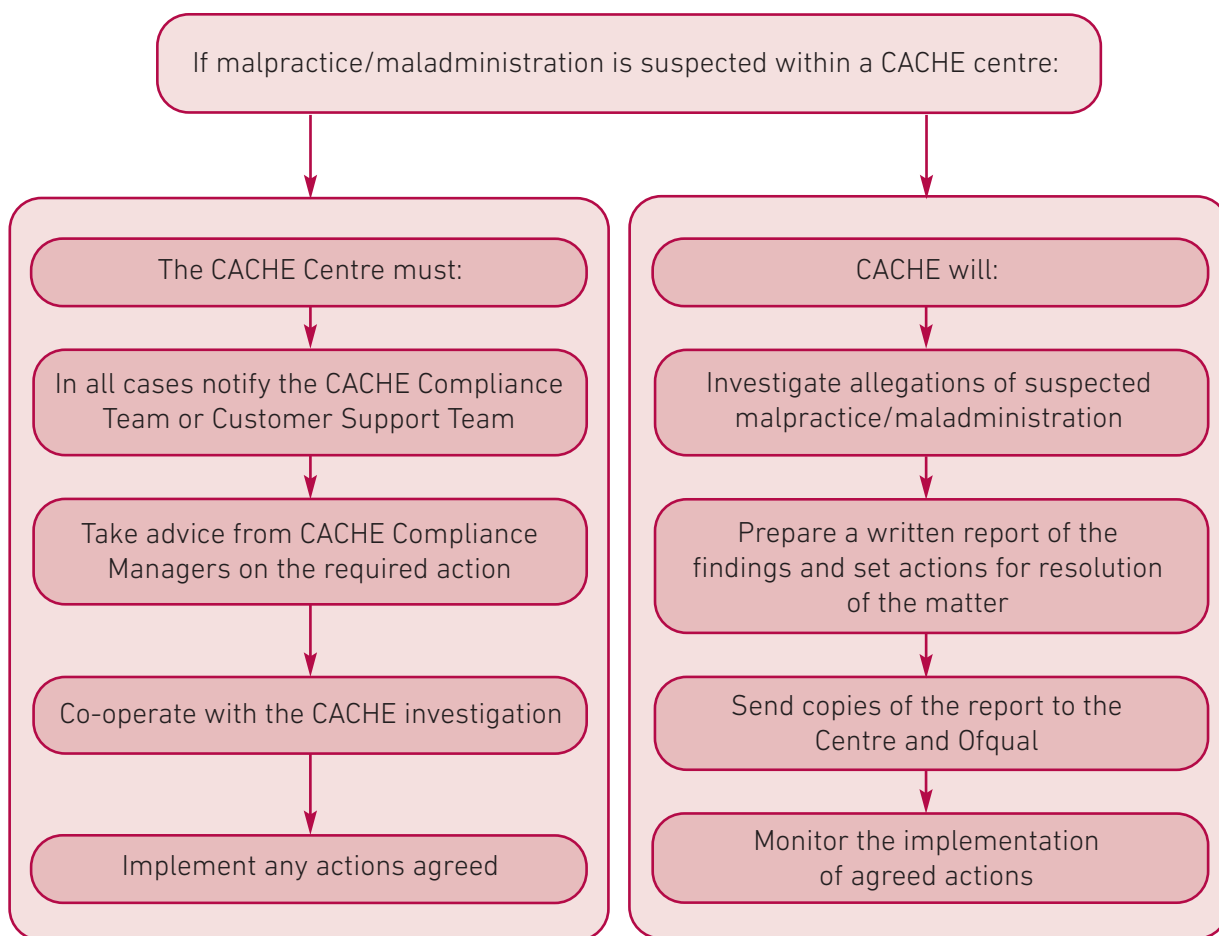
Malpractice/Maladministration

It is a requirement of the statutory regulatory authorities that all Awarding Organisations publish procedures to Centres for dealing with malpractice on the part of learners, Centre staff and any others involved in providing the qualification.

Definitions

Malpractice	Any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process, and/or the validity of certificates. Malpractice may include a range of issues from the failure to maintain appropriate records of systems to the deliberate falsification of records in order to claim certificates. Failure by a Centre to deal with the identified issues may in itself constitute malpractice.
Centre Staff Malpractice	Malpractice committed by a member of staff or a contractor at a Centre, or an individual appointed as a practical assistant to a learner.
Learner Malpractice	Malpractice by a learner in the course of any examination or assessment, including the preparation and authentication of any course work, plagiarism, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.
Maladministration	Any activity, neglect, default or other practice that results in the Centre or learner not complying with the specified requirements for the delivery of the qualifications as set out in the relevant codes of practice where applicable.

Malpractice/Maladministration



Regulatory Requirements for a Centre

Under The Statutory Regulation of External Qualifications 2004, section 29: Centres must inform CACHE of all cases of suspected malpractice. Failure to co-operate can lead to certificates not being issued and future entries and/or registrations not being accepted.

IMPORTANT: Assignments/Assessments must not be offered for sale; this includes on eBay. Should this occur, CACHE reserves the right not to accept future entries from the learner in question.

Additional Information for CACHE Vocational Qualifications

This section of the Centre Information Pack provides Centres with comprehensive information about all the different aspects of the various assessment procedures for CACHE Vocational Qualifications (VQs). Regulatory bodies also require rigorous moderation procedures to be followed and this is explained in detail.

Examinations Correspondent

Centres delivering VQ qualifications are required to nominate a designated person to act in the capacity of CACHE Examinations Correspondent. They will receive all examination related correspondence, assessment materials and certificates from CACHE and will need to take sole responsibility for the security and dissemination of these documents to Centre staff as appropriate. The designated CACHE Examinations Correspondent will:

- register learners with CACHE at the beginning of the qualification using our eEngage web portal
- disseminate information to the CACHE co-ordinators and tutors within the Centre
- comply with the relevant regulations for the assessment scheme
- inform learners of the requirements for the assessment process
- implement the administrative procedures for the assessment scheme
- receive and check CACHE test papers upon receipt, and notify CACHE if test papers have not been received by seven working days before the test is scheduled to take place
- keep test papers in a secure place until the time of the tests and return all completed test papers and scripts for external assessment on the day, or the morning after the test in the event of evening tests
- report internal grades via grade entry functionality on eEngage
- arrange for enquiries, appeals and complaints on behalf of learners according to CACHE's policies and procedures
- receive and check CACHE certificates and forward them to learners
- adhere to the guidance received from CACHE in relation to the Quality Standards Monitoring Process
- ensure learners are entered for paper based external assessments via "Exam Entry" on eEngage web portal before the closing date; this system operates in real time, so Centres can view a confirmation of entry straight away
- ensure learners are entered for online test/s (see External Assessments Timetable for details) via cat global 48 hours in advance of test
- apply for and notify CACHE of any reasonable adjustments required by learners at least forty working days before external assessment takes place as outlined in the CACHE Reasonable Adjustments/Special Considerations Good Practice Guide

A form requesting confirmation of nominations for designated CACHE Examination Correspondent will be sent annually to Centres. If the name of any correspondent is changed during the year, CACHE must be informed in writing immediately. All relevant documentation, except for test papers, will be sent in advance of the commencement of the course.

The Assessment Process

The way a qualification is assessed CACHE VQs will vary from one qualification to another. They may be assessed through assignments, practical competence and/or testing. The testing may involve short answer tests or multiple choice questions. Assessment may also be internal, external or a combination of both.

Internal assessment is internally marked and internally moderated by the Centre in accordance with the Centre Quality Assurance Policy,

External assessment is a means of ensuring that standardisation is applied to each qualification. It requires that the assessment is carried out in a manner that is demonstrably independent of anyone who might have a vested interest in the outcome of the decision.

CACHE uses the following methods:

- assignments
- national tests

Completed work is sent to a designated external examiner appointed by CACHE, to mark the work. This work will be marked within the deadlines published on External Assessment Timetable. Please note learners must be registered with CACHE before they will be allowed to undertake any external assessments.

Practical and Professional Competence

For a small number of qualifications, learners will be required to satisfactorily complete practical assessments. The practical assessment **may** include:

- Professional Development Profile (PDP)
- Practice Evidence Record (PER)
- Practice Evidence Record Diary (PERD)
- Portfolio

Further information regarding the individual requirements for each qualification are described in the Candidate Handbook.

Assignments

The assignments for each qualification are published in the relevant Candidate Handbook. For information on the distribution of handbooks see page 4.

Guidance on interpretation of assignments

Additional support for assignments can be obtained by accessing the following documents from the CACHE website: www.cache.org.uk.

- Finding the Level
- Assignment Guidance.

Both of these documents define the language used in assignments and identify what is required to meet the grading criteria.

During the academic year, CACHE holds a series of Training Events. These include days when Centres will be able to obtain advice regarding the interpretation of assignments and grading criteria to enable them to work towards a national standard.

In the event of the requirements of an assignment being misinterpreted by tutors within a Centre, resulting in candidates being misled in the way that they complete the assignment, CACHE requires that in this situation the candidates are not disadvantaged as long as the standard of the submitted work is at the appropriate level. Centres must contact the Customer Operations Team Manager for guidance immediately should this situation become apparent and must also keep the Centre Advisor informed.

Internally Assessed Assignments

Submission of internally assessed assignments

Assignments for internal assessment should be submitted for marking on a date set by the Centre. On accepting assignments, tutors must ensure that the appropriate Unit Submission Form is attached to the learner's work and that it has been signed by the learner (see Candidate Handbook).

The Centre is responsible for publishing the submission date for each internal assignment and ensuring it is communicated and understood by the learners. If learners do not meet the submission date, and there are no extenuating circumstances, the Centre must implement its internal academic behaviour policy. This policy should not adversely affect the performance grade awarded to the learner.

Marking internally assessed assignments

Internally assessed assignments to be marked and internally moderated within Centres are accompanied by grading criteria to assist learners and tutors in the interpretation of the assignment and the levels required. Where a grading sheet is supplied it must be used to ensure that there is a standard approach to the collection of evidence. Grading sheets specific to assignments are found in the Candidate Handbooks on the reverse side of the Unit Submission Form.

Each assignment must be marked to the CACHE grading criteria and will be awarded a grade on the scale of either A* to E, Pass, Merit or Distinction, or Pass only, according to the particular qualification. Where appropriate to the qualification, the overall number of points achieved for each unit will determine the grade category for the whole qualification. The learner's copy of the overall grading structure is contained within the Candidate Handbook.

Concise and meaningful comments written in ink should be provided for the learner. Comments may be written on the learner's paper if this is in accordance with the marking policy of the Centre. However, this should be done sensitively as the learner may wish to use the evidence in the assignment for NVQ assessment. Centres should retain a copy of the comments made to the learner. These may be required if a learner's work is lost or for quality assurance purposes.

At this stage learners who need to re-submit their work may do so.

The final marks awarded for each unit of a qualification should be entered onto our grade entry functionality via the elngage web portal.

Upgrading of internally assessed assignments

Centres may allow learners to upgrade an internally assessed assignment in order to achieve a higher grade, after having sent the unit grade to CACHE for processing.

The learners certificate must be returned to CACHE via a secure method of postage following this the grade/s can be amended via the e-grade functionality on eIngate.

Retaining copies of internally assessed assignments

Copies of internally assessed and moderated assignments need to be retained and made available to CACHE for six months after the learner has completed the qualification.

The importance of retaining these assignments after the grades have been agreed should be stressed to the learner as it forms evidence of knowledge which may be appropriate for further qualifications.

Externally Assessed Assignments

Submission for externally assessed assignments

Centres must notify CACHE of all candidate entries via the exam functionality on eIngate, including those learners wishing to re-submit or upgrade assignments, before the "Closing date for entries" on the External Assessment Timetable. CACHE is unable to accept late entries within sixteen working days of the submission date.

On accepting externally assessed assignments for submission to CACHE, tutors must ensure that the appropriate External Assessment Cover Sheet is attached to the learner's work and that it has been signed by the learner (see Candidate Handbook). Centres should ensure that each learner has a copy of their assignment as CACHE is unable to return assignments until the "Request for Re-mark" period has elapsed.

Notification of where to send externally assessed assignments

Centres will receive notification of where to send externally marked assignments ten working days before the published "scripts to arrive with examiner no later than" date on the External Assessment Timetable. Centres must ensure that scripts are packed securely and dispatched to the external examiner by the published date.

Referral of externally assessed assignments

Externally assessed assignments must be re-submitted to CACHE at a subsequent assessment date.

Centres must ensure learners are entered for the submission date before the closing date on the External Assessment Timetable via the exam entry functionality on eIngate.

Returning externally assessed assignments

Externally assessed assignments will be returned to Centres after the re-mark period has elapsed. The Centre must then return the externally marked assignments to the learners.

Upgrading of externally assessed assignments

A learner who has achieved a pass grade (E – B or Pass/Merit) may attempt to upgrade to a higher grade providing this is within their registration period. This does not apply to qualifications which are only graded Pass or Refer.

The highest grade of the two attempts will be the grade recorded on the certificate.

Learners who wish to upgrade will have to agree the arrangement with their Centre as it has cost implications for the Centre. There are no CACHE requirements relating to additional teaching with regard to attempts to upgrade. Tutors must make learners aware of their right to upgrade their results.

Enter the Learners via the exam entry functionality on eIngate. This should be done to CACHE by the 'Closing date for entries' shown on the External Assessment Timetable.

On accepting externally assessed assignments for re-submission to CACHE for an upgrade, tutors must ensure that the appropriate External Assessment Cover Sheet is attached to the learner's work and that it has been signed by the learner (see Candidate Handbook). The learner must also tick the re-submission box on the front of the External Assessment Cover Sheet to indicate that they are re-submitting. A copy of the original assignment must also be submitted to CACHE.

Results Enquiries and Re-marks for externally assessed assignments

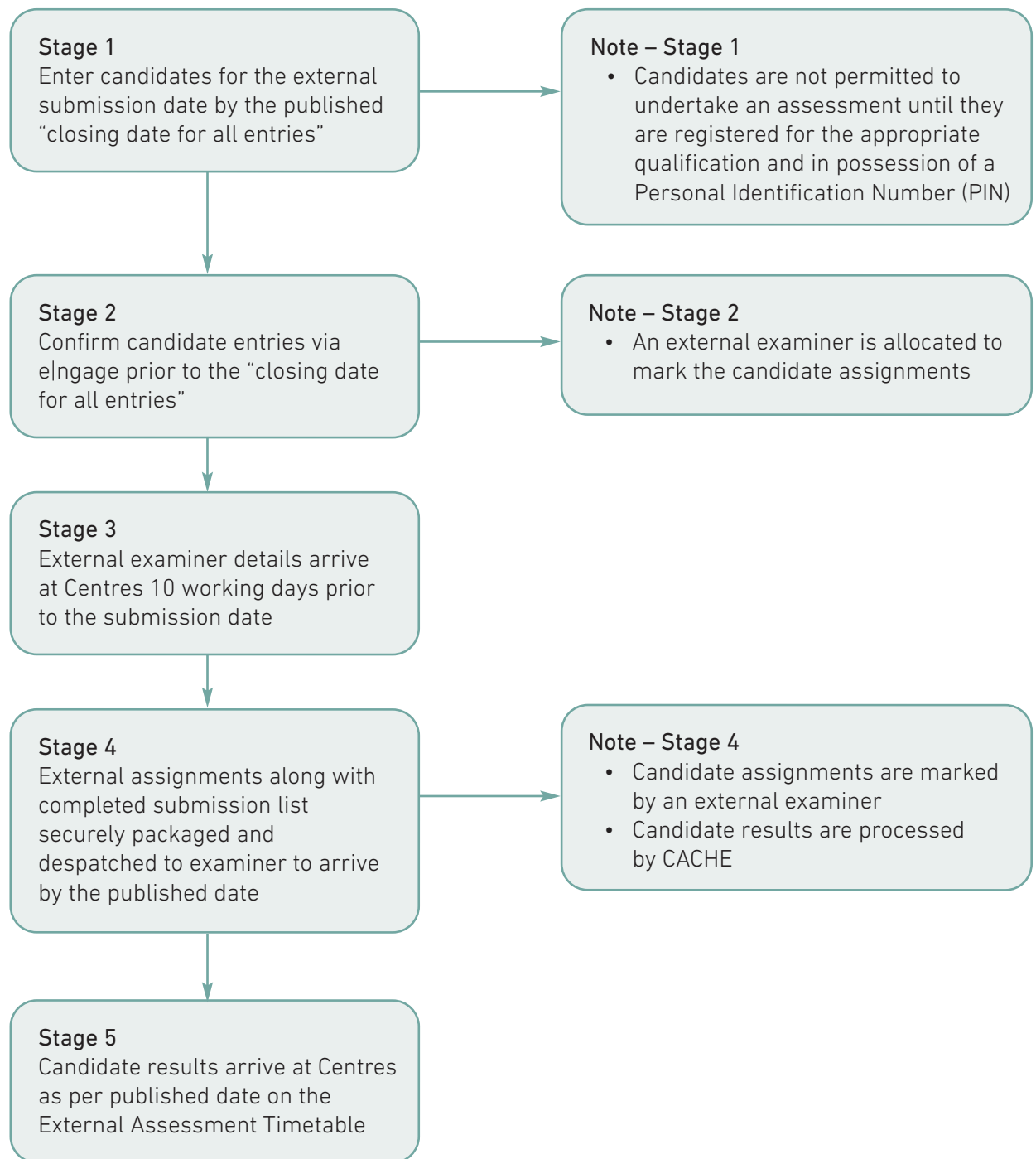
Centres who feel that the external grade awarded to a learner does not appropriately reflect their performance can request a clerical check or a remark. A request should be made to CACHE using the Results Enquiries form within twenty working days of the "Results issued to Centres" date on the assessment timetable.

Externally assessed assignments are re-marked by two CACHE examiners. The Centre is notified of the outcome within thirty working days, CACHE is also able to offer a Priority Service whereby assignments can be re-marked and the Centre will be notified of the outcome within twenty days.

Details regarding the charges for all these services can be obtained from CACHE fees list.

Please note it is possible that a learner's grade may be lowered following the outcome of the above services. It is therefore important for Centres to obtain the learner's permission by signing the declaration on the results enquiries form prior to submitting a request to CACHE.

Assessment Process (Externally assessed assignments)



Tests

Currently CACHE undertakes three methods of externally assessed tests:

- short answer tests – marked by CACHE Examiners
- multiple choice tests – scanned answer sheets
- research tasks

CACHE publishes the dates for these tests each year on the External Assessment Timetable.

Methods of delivery

There are two methods of test delivery offered by CACHE:

- Computer-based tests – available on set test dates and as on-demand tests
- Paper-based tests – available on set test dates and as on-demand tests i.e. tests available to Centres within a test window.

Computer-based tests

e-assessment is CACHE's term for computer-based testing. This allows candidates to take tests on-line and there are a number of advantages to this. Centres can enter candidates for the tests when they are ready and at a time suitable for them. Most learners prefer this style of testing to conventional paper-based testing as they receive instant feedback regarding their provisional results.

e-assessment approval

If a Centre wishes to hold computer-based tests, it must gain CACHE approval and test the software. The approval form can be downloaded from the CACHE website: www.cache.org.uk.

Entering candidates for computer-based tests

Once a Centre has been approved for e-assessment, candidates can be entered up to 48 hours prior to the test date providing they have not been entered for a paper-based test.

Some tests are available 'on-demand' and Centres may select a test date themselves.

Tests with set dates can only be sat on the dates shown on the External Assessment Timetable.

Marking and results for computer based tests

Computer-based tests are marked automatically and Centres are able to access provisional grades immediately after the learner has completed the test. The learner's final grade is confirmed by the grade boundary panel and then sent to the Centre by the date shown on the External Assessment Timetable.

Paper-based tests

Entering learners

CACHE's paper-based tests are available on set test dates.

Learners wishing to sit any paper-based tests must be entered by the "Closing date for all entries" published on the External Assessment Timetable. Late entry fees will apply for any learners entered after this date.

CACHE is unable to accept candidate entries within sixteen working days of the published submission/test date.

Centres should confirm candidate entries via eIngage on the CACHE website prior to the "Closing date for all entries."

Centres must inform CACHE of any delivery instructions or if candidates will be sitting tests at different venues prior to the "Closing date for all entries". This will allow CACHE to ensure that test papers are packaged accordingly.

Requesting paper-based Test Papers in the medium of Welsh

CACHE are pleased to provide bi-lingual test papers in the medium of Welsh where required. Centres must request bi-lingual papers in writing at least forty working days before the test date in order to allow sufficient time for translation.

Delivery of paper-based Test Papers

Test papers will be sent to Centres ten working days before the examination date. CACHE will pack test papers in accordance with the information regarding sitting times and venues as advised by the Centre at the time of candidate entry. Upon receipt of the test papers, the outer bag must be opened to check that the seal on the inner bag containing the test papers has not been broken during despatch. CACHE must be notified immediately if the inner seal has been broken.

Under no circumstances should the seal on the inner bag be broken to separate test papers for different sittings or venues. If the inner bag is opened and it is reported at a later date that the security of the papers may have been jeopardised, then the test results may become null and void and the candidates may be required to re-sit the test. This decision will be taken by CACHE.

CACHE must be notified no later than seven working days prior to the test date if test papers have not been received.

Invigilating tests paper based tests

The Centre should appoint an invigilator for the tests. The invigilator may be a member of staff within the Centre, though not a tutor for the qualification. The invigilator must adhere to the invigilation instructions supplied with the test and must not provide any form of support to the candidate during the test. Invigilators should be able to call upon assistance without leaving the room.

Books and notes should not be taken into the room where the test is being completed. However, where English is not the candidate's first language, the candidate may use a bilingual dictionary during these tests, except during Key Skills Communication tests.

The sealed inner packet containing the test papers should be opened in the examination room in front of the candidates who will be sitting the test. In the event of the sealed packet being opened prior to the sitting of the test, the invigilator must inform the Customer Operations Team at CACHE immediately, who will then advise how to proceed.

The invigilator must sign the attendance list and return the completed list directly to CACHE.

The invigilator must report on any circumstances that might have affected any candidate's work on the day to the Examinations Correspondent, who must pass this information on to CACHE in writing within two working days of the test. Please see the Reasonable Adjustments/Special Considerations Good Practice Guide for more information. This can be found on the CACHE website: www.cache.org.uk.

Late arrival for a test

The candidate may be admitted to the room up to 20 minutes after the start of the assessment but additional time must not be given. However, in exceptional circumstances, where the candidate can provide satisfactory evidence for a genuine reason for late arrival the Centre may, at their discretion, give the appropriate difference in time. The Centre must record this on the CACHE External Assessment Attendance List.

Returning the test papers to CACHE

All test papers, including unused papers, must be shredded. The Confirmation of Test Paper shredding form must be authorised and returned together with the test papers to the address advised by CACHE on the day of the test, or the morning after the test in the event of an evening test.

Spot checks will be carried out on examination days by CACHE staff to ensure that Centres are complying with regulations.

Marking and issuing of results for paper-based tests

Test Papers are marked externally by CACHE. Centres will be informed of the results as published in the External Assessment Timetable. Centres must inform candidates of their individual results.

The pass marks for test papers vary and are determined by a statistical analysis of candidates' results.

Referral procedures for paper-based tests

Candidates who are referred in the test may, if they wish, re-take the test at any stage during their period of registration until they receive a pass grade. The arrangement for re-taking test papers must be made between the Centre and the candidates concerned. Candidates must be entered by the published "Closing date for all entries".

Improving paper-based test grades

A learner who has achieved a pass grade (E – B or Pass/Merit) may attempt to upgrade to a higher grade providing this is within their registration period. This does not apply to qualifications which are only graded Pass or Refer.

The highest grade of the two attempts will be the grade recorded on the certificate.

Candidates must be entered by the published "Closing date for all entries".

Results Enquiries and Re-marks of paper-based tests

The following services are available to Centres who feel that the external grade awarded to a candidate does not appropriately reflect their performance. A request should be made to CACHE using the Results Enquiries form within twenty working days of the "Results issued to Centres" date on the External Assessment Timetable. Details of applicable fees can be obtained from the CACHE Fees List.

Clerical Check (for multiple choice test papers). This is an administrative check undertaken by CACHE on multiple choice scanned answer sheets.

Candidate Feedback (applicable to multiple choice test papers only). CACHE provides feedback on the candidate's performance of the multiple choice test paper.

5 Mark Boundary Candidate results are reported as grades but where requested, CACHE can provide the 5 mark range within which the candidate's mark falls.

Re-mark (applicable to examiner marked paper-based tests) Examiner marked paper-based test are re-marked by two CACHE examiners. The Centre is notified of the outcome within thirty working days.

CACHE is able to offer a Priority Service where tests can be re-marked and the Centre will be notified of the outcome within twenty working days.

Please note it is possible that a candidate's grade may be lowered following the outcome of the above services. It is therefore important for Centres to obtain the candidate's permission by signing the declaration on the results enquiries form prior to submitting a request to CACHE.

Access to Scripts

As scripts are only returned to the Centre after the remark period is over Centres may wish to request photocopies of scripts. A Centre must complete the Access to Scripts form and return to CACHE.

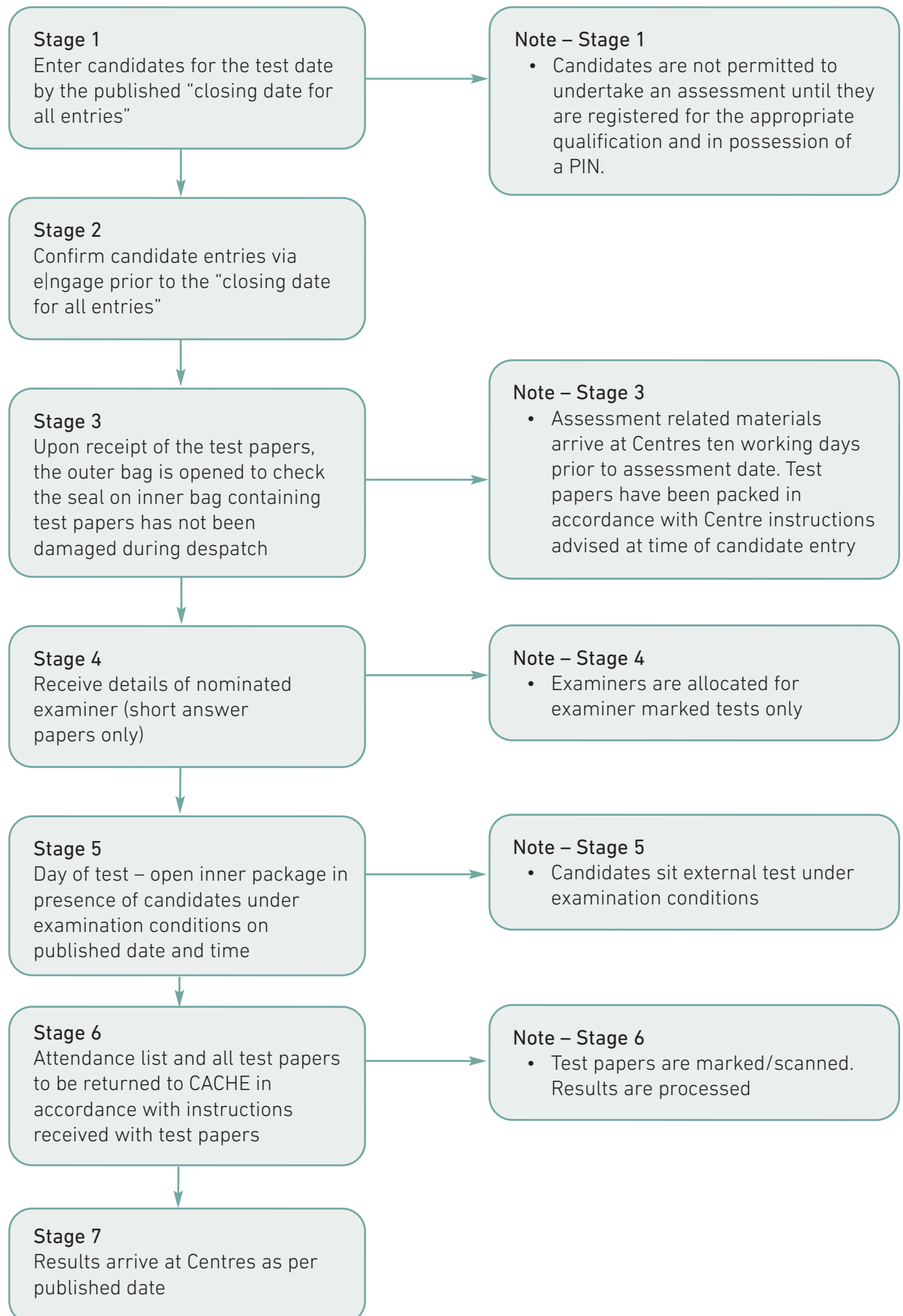
Changes to certificates following the issue of external test results

Once a certificate has been created no changes can be made to the grades other than when:

- the Centre makes a successful request for a re-mark within the stated time period
- a candidate's appeal is upheld by CACHE

The request must be made using the CACHE Upgrade Request Form. If a unit or qualification certificate has been issued, Centres must return the original certificate/s at the time of the request.

Assessment Process (MCQs and Short Answer Paper-based Test Papers)



Arrangements for candidates requesting Reasonable Adjustments/Special Consideration for test papers

Centre responsibilities for reasonable adjustments

This section only applies to the assessment of unseen tests. CACHE does not need to be informed of the support that Centres provide for candidates completing other assessments. However, it is advised that the guidelines within the CACHE Reasonable Adjustments/Special Considerations Good Practice Guide are used when offering support for candidates.

It is essential that the following criteria are applied when making reasonable arrangements:

- the awarding of the qualification to the candidate must not in any way jeopardise the safety of the children to be cared for by the candidate
- work submitted for assessment for each qualification must always be the candidate's own work
- the awarding of the qualification to the candidate working with a reasonable arrangement does not compromise the integrity of the CACHE standard for that qualification
- the Examinations Correspondent, appointed by the Centre is responsible for making recommendations on behalf of the candidate. The procedures detailed within the CACHE Reasonable Adjustments/Special Considerations Good Practice Guide must be closely adhered to when making recommendations

Extra time for tests need to be made as outlined in CACHE Reasonable Adjustments/Special Considerations Good Practice Guide. CACHE should be informed of these adjustments as soon as they have been made.

The Centre must ensure that:

- the candidate is aware of the support that is available to them, prior to the assessment
- the invigilator is aware of the support that has been agreed by CACHE
- the support is available for the candidate
- CACHE is notified where reasonable adjustments have been arranged by the Centre

Applying for special consideration for 'one off' circumstances

Hospitalisation

The candidate may complete the test paper in hospital, provided the appropriate resources and staffing are available. CACHE should be informed in writing if this situation occurs, with as much notice as possible so that a test paper can be despatched accordingly.

Illness or physical incapacity during the Test Paper

Sympathetic marking may be given and/or timed breaks may be necessary. CACHE should be informed in writing if this situation occurs.

Bereavement of a close friend or relative prior to the Test Paper

If during the preceding three weeks prior to the test, the candidate's circumstances become such that this will affect his or her preparation for the test, the following procedures may be applied:

- sympathetic marking
- the candidate may complete the test at the next available time

For further guidance, please refer to the CACHE Reasonable Adjustment/Special Consideration Good Practice Guide.

Archiving candidates' External Assessments

CACHE is required to retain samples of candidates' work (assignments, test papers etc) to ensure year-on-year standardisation. The archive will consist of samples collected on an annual basis from a selection of Centres that will vary from year to year.

All work retained will be anonymous and all personal data removed.

Candidates have the right to refuse permission for CACHE to use their work for standardisation purposes.

Internal Moderation

CACHE ensures that the standards of all its Vocational Qualifications (VQs) are maintained by a system of internal and external quality assurance. Each qualification also has an element of external assessment that is demonstrably independent of anyone who might have a vested interest in the outcome of the assessment decision.

Internal Moderation of assessment is an essential part of the Centre's internal Quality Assurance process to uphold the standards of CACHE qualifications within that Centre. CACHE Centres appoint Internal Moderators to ensure that the Centre's internal Quality Assurance process is met and appropriate standards are upheld. Internal Moderators have a responsibility to ensure that markers mark according to the assessment criteria outlined in the CACHE assignment guidance which is specific to each unit and qualification.

It is the responsibility of the Centre to produce an internal Quality Assurance procedure for moderating internally assessed work. This should ensure that the:

- requirements of the Awarding Organisation (CACHE) and the regulatory bodies are met
- work of the learners is assessed and internally moderated according to CACHE criteria and guidelines
- records are completed accurately and meet CACHE requirements.
- copies of learner work and Centre moderation activities must be kept and made available to CACHE for 6 months after the learner has completed the qualification

Internal Moderation procedures are quality assured by CACHE Quality Standards Moderation process.

The importance of Internal Moderation

In response to the requirements of the regulatory bodies, CACHE is required to ensure that the standards of its Vocational Qualification (VQs) are maintained by a system of Internal Moderation, External Moderation and External Assessment.

Internal Moderation of assessment is an essential part of the Centre's internal Quality Assurance process and ensures that the criteria set by CACHE are achieved. During the Internal Moderation process, if the Internal Moderator and marker disagree on the grade awarded, it is the grade decision of the Internal Moderator that is taken forward.

It is the responsibility of the internal moderator to ensure that:

- the process of checking that assessment standards have been applied consistently between markers and sites
- the marker has a clear understanding of the assessment process before learners start the assessment
- the work of the learner is assessed according to CACHE marking criteria and is reflected in the grade awarded
- all learners are given constructive feedback on their assessment to facilitate progress and development.
- support and feedback is given to the assessor.
- the documentation is completed accurately and meets CACHE requirements.
- copies of learners' work and Centre moderation activities are kept and made available to CACHE for six months after the learner has completed the qualification

Appointing Internal Moderators for CACHE Qualifications

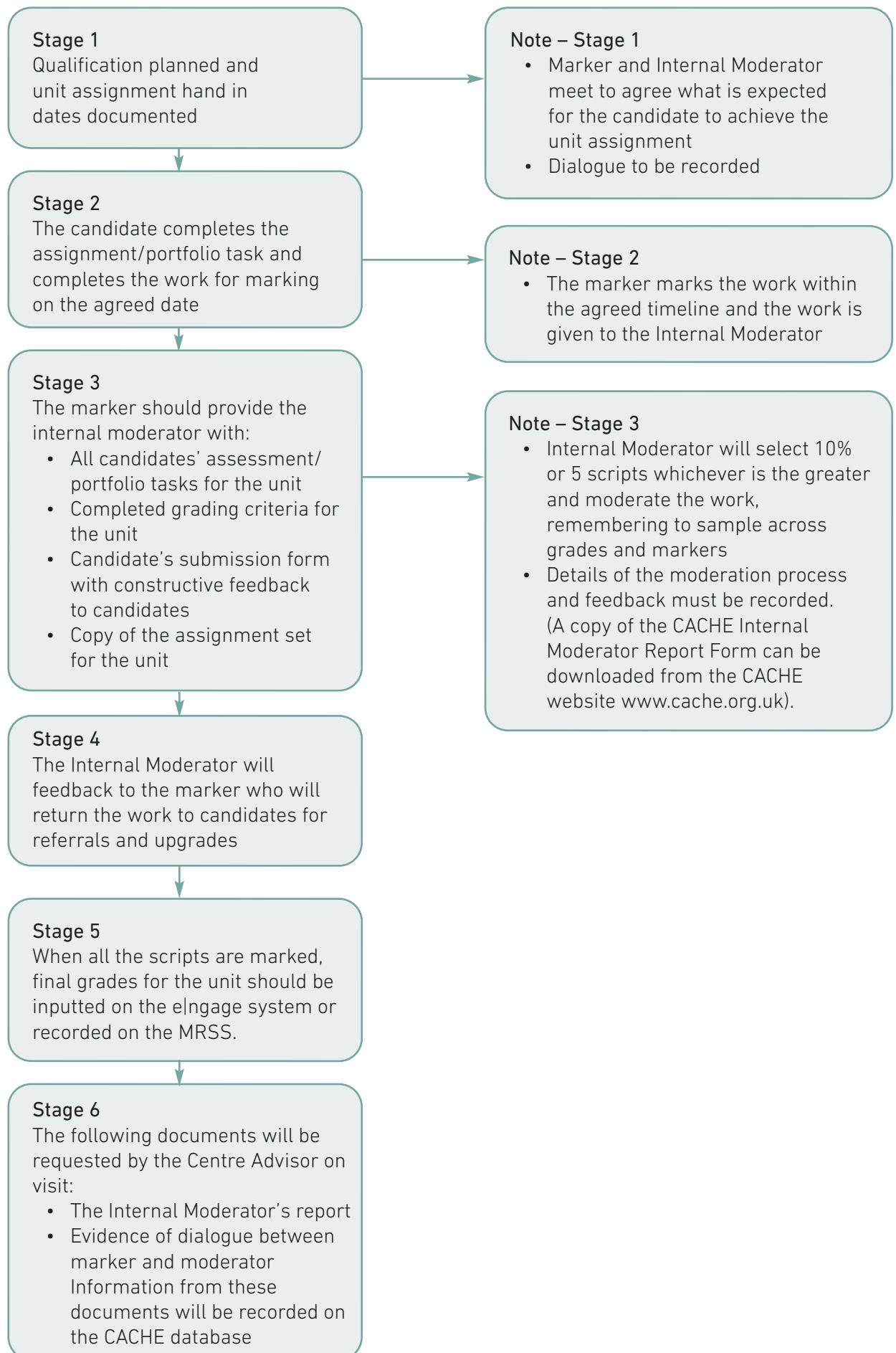
Internal Moderators will be appointed by the Centre.

It is advisable that the following be considered when appointing Internal Moderators:

- the Internal Moderator needs a clear understanding of the role of Quality Assurance
- it is advisable that the Internal Moderator has a professional qualification relevant to the qualification they are internally moderating
- a knowledge of internal assessment requirements
- a thorough understanding of the level of work expected from learners
- current occupational knowledge and experience in order to make effective and reliable judgements about the assessment of learners' work
- the ability to consult with other professionals in order to make valid and reliable decisions

In order to uphold the integrity of the qualification, Centres must ensure that Internal Moderators do not internally moderate work for any qualification in which there may be a conflict of interest. If clarification is needed, Centres should contact CACHE in advance of any Internal Moderator activity.

Internal Moderation Process Flowchart



The Internal Moderation Sampling Requirements

Internal Moderators must sample:

- 10% or five assignments, whichever is the greater of the cohort submitting a unit assignment
- as many learners as possible during the award (all learners at least once if appropriate)
- the assessment of each marker of the unit
- a range of grades including referrals
- assignments where markers have raised concerns

Exceptions to the above sampling can be found in the relevant candidate handbook.

Documents Required for Internal Moderation

- Centre Devised Sampling Matrix/Record
- Internal Moderator Report form
- recording document of discussion/meeting between Internal Moderator and marker (a non mandatory form is available via the link on the Forms Section on this CD-ROM or on the CACHE website: www.cache.org.uk)
- Candidate Submission Form and Marking Criteria with Unit assessment sheet (All these documents can be found in the Candidate Handbook)

Resources to help Internal Moderators

- CACHE Candidate Handbook for the relevant year and the relevant award
- CACHE website: www.cache.org.uk
- CACHE Finding the Level Document (this can be found on the CACHE website)
- CACHE Assignment Guidance for the qualification which can be found on the CACHE website
- CACHE Centre Advisors
- CACHE Centre Information Pack
- Internal Moderator Report form
- Marker and Moderator Standardisation form (link on Forms Section on this CD-ROM)

Quality Standards Monitoring

The aim of Quality Standards monitoring is to meet the Regulatory Authorities' requirement for Awarding Organisations to ensure that learner internal assignments are marked consistently and accurately to an agreed standard. CACHE undertakes this procedure through monitoring the decisions of Centre Internal Moderators in relation to the judgements they have made on the application of the assessment criteria in ensuring that the standards of CACHE awards are maintained.

Scope

The Quality Standards Monitoring process applies to all VQs with internally assessed units offered by or through CACHE, excluding any unit with practice evidenced records (in whole or part). The process does not apply to NVQs, the Support Work in Schools suite of qualifications or Key Skills.

The difference between Marking and Moderating

Marking is the first hand assessment of learners' work. The tutor marks the assignments against the grading criteria written by CACHE. Marks are allocated according to the grade descriptors chart or grading criteria contained within the Candidate Handbook for the qualification.

Moderation is the process of checking that the assessment standards have been applied correctly between assessors and for all learners.

The process of Quality Standards Monitoring

CACHE will be introducing a new Quality Standards monitoring process which replaces 'Standards Moderation'. This new process will be piloted throughout the academic year 2009-2010.

Full details will be published separately.

Additional Information for National Vocational Qualifications

This section includes guidance and information to enable a Centre to successfully manage National Vocational Qualifications (NVQs) within the current regulatory framework.

Centre responsibilities and CACHE responsibilities relating to the delivery and assessment of qualifications respectively have already been outlined in Section 1. The flow chart on the next page illustrates the roles of the various bodies and individuals in the NVQ assessment process.

Regulatory requirements are such that Centres must retain accurate and complete records in order to provide an audit trail of the assessment process and to show the effectiveness of its verification procedure. A list of required records to be kept for each candidate and qualification is included on page 44

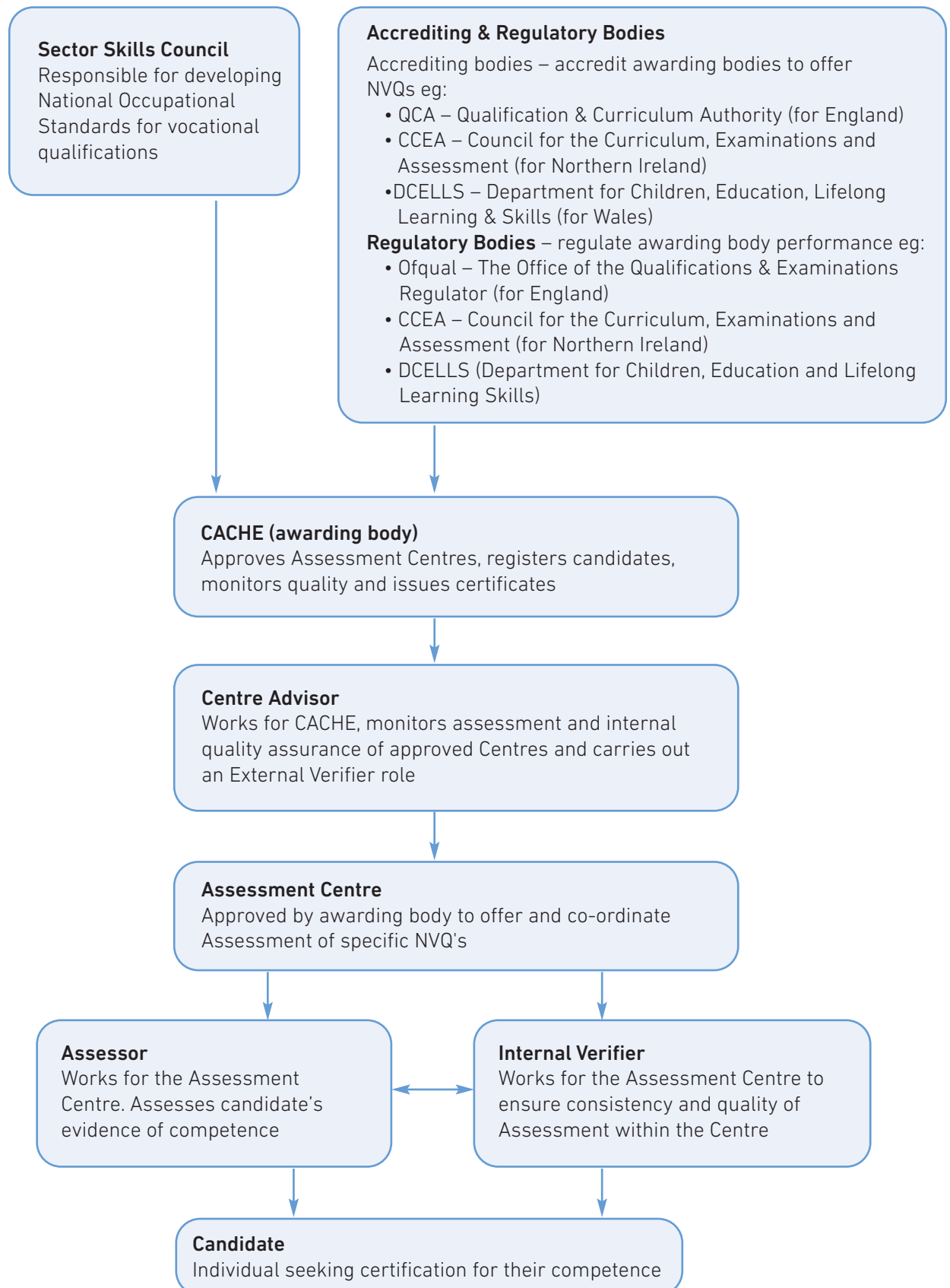
The standardisation of NVQs at a Centre should involve all the assessors and internal verifiers in interactive tasks. Seven examples of interactive standardisation tasks have been provided within this pack for use by Centres. Centres are advised to keep a record of their standardisation meetings and the tasks undertaken.

To help Centres develop a comprehensive internal verification policy, a list of points to be considered when writing the policy is included together with an example of a sampling plan

Finally, in order to give guidance regarding the standardisation of Internal Verifiers' and assessors' practice, forms and proformas can be found in the Forms section of the CACHE website.

NVQ Assessment Process

The following diagram illustrates at what point the various bodies and individuals involved contribute to the overall NVQ assessment process.



Centre Records for NVQ Qualification

To meet the requirements of the NVQ Code of Practice 2006 section 21 to 23, Centres are required to keep the following records at the Centre. This is to evidence a clear audit trail of the assessment process and demonstrate the effectiveness of its verification procedure.

Ref	Information from the NVQ Code of Practice 2006, section 21 to 23 and CACHE requirements	Examples of possible evidence
1	Centres must establish and maintain reliable, auditable systems for recording assessment decisions	<ul style="list-style-type: none"> • Tracking document or database
2	Centres must keep lists of all learners registered for each qualification offered, including: <ul style="list-style-type: none"> • learner name • date of birth • contact address • workplace address and contact details • assessor(s) name(s) • Internal Verifier's(s') name(s) 	<ul style="list-style-type: none"> • Learner records • Course file
3	Centres must keep learner assessment records detailing: <ul style="list-style-type: none"> • date assessor allocated to learner • who assessed what and when • the assessment decision • the assessment methods used • the location of the supporting evidence 	<ul style="list-style-type: none"> • record of date assessor allocated • assessment plans and assessment plan reviews • assessor feedback to learners • assessment plan • review of assessment plan and feedback sheet • Internal verification report • maybe a portfolio or filing cabinet etc.
4	Centres must keep records of internal verification activity detailing: <ul style="list-style-type: none"> • who verified what and when • details of the sample selected and its rationale • Internal Verifier standardisation meetings • assessor support meetings 	<ul style="list-style-type: none"> • IV feedback to assessors • IV sampling plan • Internal Verifier sampling plan • minutes of meetings • diary dates for meetings planned • notes of the meetings
5	Centres must keep requirements for the retention of learner evidence	<ul style="list-style-type: none"> • a note in learner's induction pack stating that they must keep their portfolios for six months after completing their qualification and that it must be available for the Centre to call in for verification
6	Centres must keep records of certificates claimed – including unit certificates – who claimed them and why	<ul style="list-style-type: none"> • photocopies of the CACHE certificate claim form or a scanned copy of the certificate claim form stored electronically
7	Centres must retain records for a minimum of three years in case any issues arise from external verification or appeals. Such records must be made available to the regulatory authorities and CACHE upon request	<ul style="list-style-type: none"> • All records listed and indicated in the NVQ Code of Practice 2006

If a Centre fails to comply with the requirements for maintaining auditable records and cannot substantiate claims made on behalf of learners, CACHE must impose the appropriate sanction from the tariff of sanctions in Appendix 3 in the NVQ Code of Practice 2006. CACHE must also inform the regulatory authorities and start agreed investigative procedures (see paragraphs 73-81 NVQ Code of Practice 2006).

Examples of NVQ Standardisation Activities

The NVQ Code of Practice 2006 section 56 requires that standardisation activities are carried out regularly to maintain a consistent approach to the NVQ process. Standardisation activities should be planned by the Internal Verifier, key standardisation elements drawn from the findings of the internal verification process must be identified and reviewed and the induction of new assessors should be supported. The following examples have been prepared as a guide to support Centres in understanding the requirements of standardisation and the need to continue to ensure that the Centres, Assessors and Internal Verifiers are able to meet the standard that is required to facilitate the learners to achieve the qualification.

Example 1 – Assessment Plans across Portfolios:

Aim: To standardise the provision of an assessment audit trail for each assessor and learner.

What is required?

- assessment plans prepared with learners by all assessors in the Centre
 - assessors' feedback to learners
 - copies of the A1 standards relating to assessment planning
- a) The Centre should answer the following questions in relation to each assessment plan. (It may be useful to develop a checklist for this standardisation exercise).
1. Are there holistic plans in place in the portfolio?
 2. Do they meet A1 standards? Is there sufficient information on the plan to ensure that the learner is fully aware of what the assessor will be observing?
 3. Is there sufficient information on the plan for the learner to know what diverse evidence they should be gathering and when they should have gathered it by?
 4. Do the assessment plans make use of work products for evidence?
 5. Has the assessment plan been reviewed as required by A1 standards?
 6. Is the assessment plan signed and dated by the learner and the assessor?
 7. Is there valuable feedback to the learner on the assessment? Does it meet A1 standards?
 8. Does the feedback from assessor to learner relate to an assessment plan?
 9. Do the dates relate clearly to the assessment process e.g. planned date, review date, followed by date of feedback to learner on the assessment?
- b) The following outcomes should be discussed:
1. Was assessment planning consistent across all assessors?
 2. Was there evidence that learners were supported and valued as individuals?
 3. How could a particular group of assessors improve collectively?
 4. What do individuals need to do change or improve?
 5. Does a timed action plan need to be put in place to implement any actions?
- c) Sufficient evidence of the standardisation activity should be retained for the Centre's records. This evidence must include the date of standardisation, the learner's PIN, and the names of the assessor and the outline of the activities undertaken at each standardisation meeting. This will be required when the Centre Advisor/External Verifier visits.

Example 2 – Types of Evidence across Portfolios

Aim: To standardise the use of evidence types across the Centre in order to facilitate access to assessment across the Centre.

What is required?

- A description of the types of evidence methods used for the specific NVQ from the Candidate Handbook
 - Candidates' portfolios with the evidence recorded on the National Occupational Standards Unit Assessment records
- a) Evidence method descriptors in the Candidate Handbook and the Assessor Guidance should be referred to in order to ensure that there is a standard understanding of the requirement of each method.
 - b) The following questions should be addressed to each learner's portfolio:
 - is there a record of the evidence methods being used in the portfolio?
 - is the most appropriate evidence method being used for the criteria it is referenced against?
 - what are the most common types of evidence used and why? (This could include reflections on the assessment practice)
 - has direct observation been used appropriately to evidence performance criteria and knowledge?
 - c) The findings should be discussed and the agreed outcomes or actions should be recorded. Assessors should reflect on each others practice and create an environment for improvement
 - d) Sufficient evidence of the standardisation activity should be retained for the Centre's records. This must include the date of standardisation, the learner's PIN, and the names of the assessor and the outline of the activities undertaken at each standardisation meeting. This will be required when CACHE's Centre Advisor/External Verifier visits.

Example 3 – Direct Observations

Aim: To standardise the use of holistic direct observations across the Assessment Centre in order to ensure equality of access to assessment.

What is required?

- Direct observations recorded by all assessors in the Centre
- a) Activity or discussion to ensure that there is an agreed understanding of the importance of holistic observations.
- b) The following questions should be asked about each direct observation:
 - are all direct observations recorded holistically?
 - has the learner been identified by name?
 - have the observations been recorded showing clearly the practice of the learner?
 - has the assessor identified the competence and related it to the national occupational standards for performance and knowledge evidence? (e.g. pc 301.1.1)
 - could more evidence be logged to the National Occupational Standards from the observations? (Has best use been made of the evidence recorded?)
 - is there an assessment plan for each time a learner is observed?
 - is there evidence of feedback to the learner following the direct observation?
 - does the observation show date and timescale of the observation?
 - are the principles and values of the specific NVQ identified in the observations?
 - has the observation been signed and dated by the learner and the assessor?
- c) The findings from the above activity should be discussed and actions agreed to improve the standard of direct observations.
- d) Sufficient evidence of the standardisation activity should be retained for the Centre's records. This must include the date of standardisation, the learner's PIN, and the names of the assessor and the outline of the activities undertaken at each standardisation meeting. This will be required when CACHE's Centre Advisor/External Verifier visits.

Example 4 – Recording Direct Observations

Aim: To increase awareness of the skills needed to write holistic direct observations and to share good practice across the Assessment Centre

What is required?

- A video of adult and child interacting no longer than five minutes
- a) The video should be reviewed
- b) A holistic direct observation should be written and analysed against the National Occupational Standards of the relevant NVQ
- c) Observations from other assessors should be read and discussed in terms of what these observations can provide evidence for.
- d) Issues that arise from the exercise should be discussed and action plans should be created to change practice if needed.
- e) Sufficient evidence of the standardisation activity should be retained for the Centre's records. This must include the date of standardisation, the learner's PIN, and the names of the assessor and the outline of the activities undertaken at each standardisation meeting. This will be required when CACHE's Centre Advisor/External Verifier visits.

Example 5 – Professional Discussion

Aim:

- 1) To familiarise all assessors and internal verifiers with the process of carrying out professional discussions with learners
- 2) To create an effective evidence method for all learners

What is required?

- Copies of Professional Discussions from learners' portfolios
- a) The concept and process of a professional discussion should be reviewed and discussed.
 - b) The following questions should be asked about professional discussion.
 - is there evidence that the learner and assessor have planned for the professional discussion?
 - does the professional discussion record provide adequate proof of the learner's participation?
 - is the professional discussion written or recorded to show the knowledge and/or performance of the learner?
 - does the record give the Internal Verifier a clear idea of the points discussed and additional questions raised?
 - is the professional discussion written or recorded to show how the learner is involved with the children or young people?
 - does the professional discussion show that the learner is working at the level relevant to the NVQ being assessed?
 - have the principles and values of the specific NVQ been incorporated in the professional discussion?
 - has the discussion sheet been signed and dated by the learner and the assessor?
 - c) The findings from the professional discussion should be shared and appropriate actions identified for specified assessors.
 - d) Sufficient evidence of the standardisation activity should be retained for the Centre's records. This must include the date of standardisation, the learner's PIN, and the names of the assessor and the outline of the activities undertaken at each standardisation meeting. This will be required when CACHE's Centre Advisor/External Verifier visits.

Example 6 – A Review of the House Style of Portfolio

Aim: To ensure that all assessors and all learners in the Assessment Centre are complying with the Centre's house style for portfolios

What is required?

- A selection of learner portfolios representing the diversity of the Centre's assessor and learner groups
 - A statement or contents page outlining the construction of the Centre's house style for portfolios
- a) All the portfolios should be checked against the Centre's house style
 - b) Notes should be made of any divergence from the house style
 - c) Any differences should be reviewed
 - d) An action plan should be drawn up for individual assessors or for all assessors

Sufficient evidence of the standardisation activity should be retained for the Centre's records. This must include the date of standardisation, the learner's PIN, and the names of the assessor and the outline of the activities undertaken at each standardisation meeting. This will be required when CACHE's Centre Advisor/External Verifier visits.

Example 7 – A Review of the Required Content of Specific Units

Aim: To ensure a standardised approach to the application of the assessment strategy for the relevant NVQ.

What is required?

- A copy of the relevant assessment strategy (found in the CACHE Assessor and Internal Verifier Guidance for the specific award)
 - A number of learners' portfolios to represent the diversity amongst the assessors and learners
- a) Each assessor should choose a unit from the portfolio (either completed or uncompleted)
 - b) The unit should be checked against the requirements of the assessment strategy
 - c) Good practice should be identified
 - d) Divergence from the assessment strategy should be highlighted
 - e) Both the good practice and the divergent issues should be reviewed and discussed
 - f) Action planning for individual assessors or all assessors should be addressed
 - g) Sufficient evidence of the standardisation activity should be retained for the Centre's records. This must include the date of standardisation, the learner's PIN, and the names of the assessor and the outline of the activities undertaken at each standardisation meeting. This will be required when CACHE's Centre Advisor/External Verifier visits.

Points to consider when writing an Internal Verification Policy

1. What does the role of the Internal Verifier cover e.g.?
 - Operating and evaluating internal assessment and Quality Assurance systems.
 - Support for assessors.
 - Monitoring the quality of assessor performance.
 - Meeting external Quality Assurance requirements.
2. How does the Internal Verifier carry out these tasks e.g.?
 - Using the procedures that underpin the systems.
 - Holding standardisation meetings.
 - Providing induction programmes for assessors.
 - Observing assessors in practice.
 - Auditing the assessment trail and providing feedback on the effectiveness of the assessor.
 - Providing records and data required by the NVQ Code of Practice 2006.
 - Facilitating External Verifier visits and disseminating the information gained from these visits.

These points are based on the National Occupational Standards for Internal Verifier Award (V1).

Part of the outcome of an Internal Verification Policy is a sampling plan which reflects the quality assurance needs of the Centre. An example of a sampling plan is included.

This form is not mandatory but any centre devised form must meet V1 standards

Notes:

1. The internal verification sampling plan must cover all candidates, all assessors, all assessment sites, all units and all evidence types used by the candidates over a period of time, in this example eight months, it could be longer e.g. 12 months.
2. Centres need to take into account that unqualified and inexperienced assessors need to have their assessment judgements internally verified more often than an experienced assessor.
3. This would mean that there would be additional internal verification dates set for those inexperienced or unqualified assessors as in the sample above.
4. Centres can choose to sample when looking at whole units. They could choose to look at evidence types or a number of performance criteria or a number of knowledge points for example.

Abbreviations

Ass pl & fdb = Assessment plan and feedback
A = Direct Observation
B = Recorded oral and written questions
C = Witness testimony
D = Expert Witness evidence
E = Case studies, assignments, projects
F = Reflective accounts
G = Professional discussion
H = Work products
I = Simulation
J = Evidence from prior learning and achievement

Unit Codes

201 = CCCLD 201
202 = CCCLD 202
203 = CCCLD 203
204 = CCCLD 204
205 = CCCLD 205
206 = CCCLD 206
208 = CCCLD 208

This form is not mandatory but any centre devised form must meet V1 standards

Example – Sampling Plan for NVQ CCLD Level 2 from November 2005 to July 2006 – Internal Verifier Joe Bloggs

Candidate	Assessor	Experienced, inexperienced, unqualified	Date of planned interim internal verification	Actual date of interim internal verification	Planned date of second internal verification	Actual date of second internal verification (Evidence type)	Planned date of third internal verification	Actual date of third internal verification (whole unit)	Planned date of fourth internal verification	Actual date of fourth internal verification (whole unit)
Candidate 1	Assessor 1	Experienced	6th Dec 2005	14/12/05 Ass pl & fdb	6th March 2005	06/03/06 A, H	N/A	N/A	7th June 2006	07/06/06 203
Candidate 2	Assessor 1	Experienced	6th Dec 2005	14/12/05 Ass pl & fdb	6th March 2005	06/03/06 F, C	N/A	N/A	7th June 2006	07/06/06 202
Candidate 3	Assessor 1	Experienced	6th Dec 2005	14/12/05 Ass pl & fdb	6th March 2005	06/03/06 G, H	N/A	N/A	7th June 2006	07/06/06 204
Candidate 4	Assessor 2	Inexperienced	6th Dec 2005	14/12/05 Ass pl & fdb	27th February 2006	27/02/06 F, G	28th April 2006	28/02/06 201	07th June 2006	07/06/06 209
Candidate 5	Assessor 2	Inexperienced	6th Dec 2005	14/12/05 Ass pl & fdb	27th February 2006	27/02/06 A, B	28th April 2006	28/04/06 202	7th June 2006	07/06/06 203
Candidate 6	Assessor 3	Unqualified	6th Dec 2005	14/12/05 Ass pl & fdb	27th February 2006	27/02/06 A, B	28th April 2006	28/04/06 203	7th June 2006	07/06/06 204
Candidate 7	Assessor 3	Unqualified	6th Dec 2005	14/12/05 Ass pl & fdb	27th February 2006	27/02/06 G, E	28th April 2006	28/04/06 201	7th June 2006	07/06/06 205
Candidate 8	Assessor 4	Experienced	6th Dec 2005	14/12/05 Ass pl & fdb	6th March 2006	06/03/06 A, G	N/A	N/A	7th June 2006	07/06/06 203
Candidate 9	Assessor 4	Experienced	6th Dec 2005	14/12/05 Ass pl & fdb	6th March 2006	06/03/06 G, H	N/A	N/A	7th June 2006	07/06/06 206
Candidate 10	Assessor 4	Experienced	6th Dec 2005	14/12/05 Ass pl & fdb	6th March 2006	06/03/06 B, F	N/A	N/A	7th June 2006	07/06/06 208

Continuing Professional Development for CACHE NVQ Centre Staff

The NVQ Code of Practice 2006 states:

- a) Centres must ensure that Assessors are competent to perform their roles. Centres must therefore provide appropriate training and development opportunities to ensure that Assessors:
 - have the occupational expertise specified in the relevant assessment strategy before commencing their role and maintain the currency of this expertise for the duration of their role (NVQ CoP 2006 paragraph 41)
- b) Centres must provide appropriate training and development opportunities to enable Assessors to meet their responsibilities and gain a common understanding of the relevant standards and other assessment requirements. (NVQ CoP 2006 paragraph 44)
- c) Centres must therefore provide appropriate training and development opportunities to ensure that Internal Verifiers:
 - have the occupational expertise specified in the relevant assessment strategy before commencing their role and maintain the currency of this expertise for the duration of their role (NVQ CoP 2006 paragraph 50)
- d) Centres must therefore provide evidence of their Internal Verifiers' development activities and qualifications (NVQ CoP 2006 paragraph 52)

CACHE therefore recommends that in order to maintain their Continuing Professional Development that:

- a) Assessors of CACHE NVQ qualifications have undertaken at least two of the following activities within the last year:
 - Work placement
 - Job shadowing
 - Technical skill update training
 - Attending relevant courses
 - Studying for learning and development unit V1
 - Study related to job role
 - Collaborative working with Awarding Bodies
 - Examining
 - Qualifications development work
 - Other appropriate activity agreed with the Internal Verifier
- b) Internal verifiers of CACHE NVQ qualifications have undertaken at least two of the following activities within the last year:
 - Attending Awarding Body verification training courses
 - Study for Learning and Development unit V2
 - Study related to job role
 - Collaborative working with Awarding Bodies
 - Qualifications development work
 - Other appropriate occupational activity as agreed with the Centre Advisor