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GUIDANCE ON  
ASSESSMENT FOR  
ASSESSORS AND  
INTERNAL VERIFIERS

To be read in conjunction  
with the  
Candidate Handbook

Key Skills 2004  
Levels 1-4

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**Published in Great Britain by CACHE**

First edition 2004 Book Code H1304

**Publication date**

September 2004

**Publisher**

**Council for Awards in Children's Care and Education**

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Telephone 01727 818616

Registered Company No: 2887166

Registered Charity No: 1036232

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## Key Skills 2004

Application of Number

Communication

Information and Communication Technology

Improving own Learning and Performance

Problem Solving

Working with Others



On September 1st 2004 Key Skills 2000 will be superseded by Key Skills 2004.

The changes that have been made are, in the main, small. An attempt has been made to clarify terms in the standards to help candidates and assessors. However it is important that centres and assessment teams familiarise themselves with the new standards and identify any changes to candidate evidence opportunities within their remit.

The test specifications for Application of Number, Communication and Information and Communication Technology at all levels remain the same. Candidates passing a test after September 1st 2004 will be credited with a pass for either KS2000 or KS2004 depending on which they are registered for.

The wider key skills, Improving Own Learning, Problem Solving and Working With Others have been deemed by QCA to be a pilot qualification that will come within the National Qualifications Framework. Although there will be no test, candidates will be required to provide evidence of their understanding of the Part A specifications, in addition to completing the portfolio. (See section 8).

Candidates registered for a key skill before August 31st 2004 will have until August 31st 2006 to complete that skill and apply for certification for Key Skills 2000. Candidates registered after September 1st 2004 will automatically be registered for Key Skills 2004.

The key skills qualifications and guidance have been written by QCA and are awarded by a number of accredited Awarding Bodies. Centres should be aware that every effort is made to ensure that key skills are a national qualification and that regardless of where a candidate studies or which Awarding Body they are registered with, the tests that they must take and the standard that their portfolio evidence must reach are the same.

Centres are familiar with key skills and how it fits in with other qualifications, however at this time of transition it is worth reviewing procedures.

## 1. Aim of this guidance

This guidance has been developed to guide and assist assessors/tutors and internal moderators on the structure and assessment of Key Skills 2004, and highlight changes from Key Skills 2000.

The key skills are Application of Number, Communication and Information and Communication Technology. Candidates can achieve any of these key skills at the level most appropriate to their needs by completing a portfolio of evidence, and passing an external assessment.

In addition there are three more 'wider' key skills – Working With Others, Improving Own Learning and Performance and Problem Solving. Candidates can achieve any of the three wider key skills at the level most appropriate to their needs by completing a portfolio of evidence, and demonstrating their knowledge and understanding of the standard at that level, by completing answers to the Part A questions.

The specifications for all the key skills have been designed by QCA. QCA also produce the external assessments.

CACHE has been accredited by QCA to offer the six key skills at Levels 1 to 4.

This guidance should be used in conjunction with the:

- Key Skills 2004 – 'The key skills qualifications standards and guidance Levels 1-4' published by QCA (Ref:QCA/04/1272). This publication includes the current key skills specifications leaflets for application of number, communication and ICT at Levels 1-4. Each candidate MUST be provided with the leaflet appropriate to the skill and level for which they have been entered.
- Key Skills 2004 – 'Guidance on the wider key skills Levels 1-4' published by QCA and the wider key skills unit specifications. Each candidate MUST be provided with the leaflet appropriate to the skill and level for which they have been entered.
- Key Skills Example Portfolios published by QCA. By the end of 2004 QCA will have published example portfolios for each of the six key skills at levels 1, 2 and 3, mapped to KS2004 standards.
- Key Skills Portfolio Assessment Recording Documentation (UPARs) including the Key Skills Signature Sheets for Portfolio Evidence (USS)
- CACHE Special Arrangements Booklet.
- Part A Questions for wider key skills.
- Key Skills Test Conduct Document.
- Regulations and Guidance Relating to Candidates with Particular Requirements.

All of the QCA publications are available on the QCA website ([www.qca.org.uk/keyskills](http://www.qca.org.uk/keyskills)).

## 2. Approved centres

Centres approved by CACHE to offer KS2000 are automatically eligible to offer KS2004. If you are not currently offering key skills through CACHE it is recommended that you check the status of your centre with the CACHE External Quality Assurance Team before using these key skills.

Centres approved by CACHE for other awards may apply to offer KS2004 by completing a shortened submission. Centres should contact CACHE and ask for a centre approval submission pack.

Although it is likely that candidates will undertake the key skills alongside a CACHE vocational qualification or NVQ, it is possible for centres not already offering CACHE awards to apply to CACHE for a centre approval pack to offer key skills through CACHE.

## 3. Candidate registration for key skills

The CACHE candidate registration form must be completed and returned to the CACHE Candidate Registration Team. The registration form for the majority of CACHE awards includes a section for key skills.

A candidate must be registered for individual key skills with CACHE before he/she submits evidence for assessment for any key skills and/or is presented for the external assessment of a key skill, whichever is earlier.

## 4. Accreditation of prior learning/proxy qualifications

It is important that candidates are not required to be tested on knowledge for which they already have a qualification. Centres may claim a proxy for any such candidates which will exempt them from taking the external assessment.

### 4.1 Qualifications accepted as exemptions

QCA have provided a list of qualifications which is available on their website. It is worth checking the list published on their website, as newer qualifications may be added.

### 4.2 Lifespan of proxy qualifications

QCA have decided that any qualification to be used as a proxy must have been awarded no more than 3 years before the date of the claim.

As the certificate dates for GCSEs varies, it has been accepted that a summer GCSE will be gained on August 31st of the year it was taken.

The date of the claim is the date that the centre claims certification on behalf of the candidate for the completion of the portfolio. For example, if a candidate had achieved a grade C in Maths in the summer of 2004, a centre could claim a Level 2 Application of Number certificate on behalf of the candidate up to the end of August 2007, provided they successfully completed the portfolio evidence by the date of claim.

#### 4.3 Claiming the proxy qualification

It is the centre's responsibility to check the candidate's entitlement to the exemption. The candidate must provide the centre with an original certificate or results slip. The centre should then copy and sign the qualification, which should be included in the candidate's portfolio, and details included on the appropriate Unit Signature Sheet. This evidence should be made available to the external verifier when required.

#### 4.4 Welsh candidates

Candidates registered with centres based in Wales are exempt from key skills tests. Please see the Qualifications, Curriculum and Assessment Authority for Wales website ([www.accac.org.uk](http://www.accac.org.uk)).

## 5. The structure of the Key Skills.

Each key skill standard at each level has four sections.

- A short overview of what the key skill is about.
- Part A – You need to know how: This details what the candidates need to know how to do, at the relevant level, in order to have the confidence to apply their skills appropriately. It outlines the areas that will be covered by tests or questioning.
- Part B – You must: This details what the candidate must include in their portfolio of evidence. The sub-components provide the criteria for assessing the candidates' performance.
- Examples and guidance.

## 6. Initial assessment of candidates.

An initial assessment of candidates by centres will provide essential information about the prior learning of candidates and their learning needs. The information gained from the initial assessment can help identify appropriate learning programmes for individual students and ensure that as far as possible the candidate will succeed in gaining the qualification.

It is important for centres to consider that candidates enrolled on a course will not necessarily all be at the same key skill level, nor will they necessarily wish to work towards all key skills at the same level. Candidates following CACHE courses may find it difficult to come across naturally occurring evidence for AON and ICT at higher levels, and centres should be aware of this.

A range of initial assessment tools is available. Further information may be gained from the Key Skills Support Programme ([www.keyskillssupport.net](http://www.keyskillssupport.net)), QCA ([www.qca.org.uk/nq/ks/](http://www.qca.org.uk/nq/ks/)) and DfES ([www.dfes.gov.uk/keyskills/](http://www.dfes.gov.uk/keyskills/)).

Part of the initial assessment might include exemplar tests. These are available from the QCA website.

## 7. External assessment for Application of Number, Communication and ICT.<sup>1</sup>

The external assessments for key skills in Application of Number, Communication and ICT are devised by QCA. Papers are printed, distributed and marked by CACHE.

QCA in conjunction with key skills awarding bodies decide the dates upon which the external assessment will be available. The awarding bodies will then choose which windows to offer centres. Each CACHE centre may decide which CACHE windows are appropriate for their candidates. These dates may be found on CACHE'S External Assessment Timetable or on the website.

In addition to these windows, CACHE centres may apply to CACHE to offer 'On Demand' tests at levels 1 and 2. These have the added flexibility of being available for centres to give to candidates on any day of the week. 'On Demand' tests are not available during weeks when CACHE is offering a regular test.

It is anticipated that CACHE will offer tests at level 1 and 2 electronically during the course of KS 2004. When a format has been established CACHE will contact approved centres with a detailed minimum system requirement.

### 7.1 Type of assessment

The test specifications and test examples are available on the QCA website ([www.qca.org.uk/keyskills](http://www.qca.org.uk/keyskills)).

The following methods of external assessment will be used.

<b>Levels 1 and 2</b>	40 multiple-choice questions.
Application of Number	1 hour 15 minutes. Calculators are not allowed, but candidates will need a ruler marked in mm and cm.
Communication	1 hour. Dictionaries, including bilingual dictionaries may not be used.
ICT	1 hour.

<sup>1</sup> The key skills tests are a requirement in England and Northern Ireland.

### Levels 3

Application of Number	1 hour 30 minutes. About seven short answer questions and one extended answer question. Candidates will need a pen, pencil, eraser, ruler marked in mm and cm, 2mm squared paper and a scientific calculator.
Communication	1 hour 30 minutes. Written answers to three or four short answer and one extended answer questions about source material. Dictionaries, including bilingual dictionaries may not be used.
ICT	1 hour 30 minutes. A variety of practical tasks.

For the ICT test each candidate must have the use of a computer, suitable software and access to a printer. The data is available in advance from the QCA website, and centres are responsible for downloading these files and making them available to candidates during the test and for preparation beforehand. They can be provided as read-only files on a network or on a write-protected floppy disk or CD. Candidates have access to the standard help facilities for the software they are using, but not printed manuals, help sheets or notes. Candidate answers will be printouts; answers on disc or email will not be marked. Candidates should make use of the files before the test. This will help them to become familiar with the structure and variety of the data. This will not directly help candidates as they will not know in advance which data set is to be used for the test, nor what information they will be expected to derive from it.

**Level 4** As for Level 3, but 2 hours 30 minutes.

**Dictionaries.** Candidates are not allowed to use dictionaries. At all levels, a bilingual dictionary may be used for Application of Number and ICT. Bilingual dictionaries are not permitted in Communication at any level.

## 7.2 Procedures for external assessment

- a) Candidates must be registered with CACHE for the relevant key skill before they are presented for the external assessment.

After registration, centres are responsible for completing the CACHE order form for assessment material. On receipt of a completed order form CACHE will send the relevant documentation in a secure envelope to the named CACHE examination correspondent, who will be responsible for:

- keeping the external assessment materials in a secure, locked place, to ensure confidentiality
- distributing external assessment materials strictly in accordance with the procedures detailed on the outside of each sealed envelope, at the correct time.

- b) It is the candidate's responsibility to ensure that they attend the sitting of the test on the due date and the specified time.
- c) It is the centre's responsibility to appoint an invigilator for the external assessment. S/he may be a member of staff within the centre, but must not provide any form of support to candidates during the test. The centre's internal moderator or verifier is responsible for ensuring that the assessment is properly invigilated under supervised exam conditions.
- d) The multiple choice answers at Levels 1 and 2 must be completed on the answer sheet provided.
- e) The written answers to Levels 3 and 4 in Application of Number and Communication should be completed in pen. Any graphs, charts or diagrams may be part completed in pencil. Calculations should be shown as marks may be awarded for method as well as result.
- f) The computer generated output for ICT at Levels 3 and 4 must include the candidate's name and any other specified information in a footer. Printouts without a name will not be marked. A printout of all the files created during the test is required. This is most usually in the form of a screen dump of the file names. This may be completed after the test period has elapsed if the candidate has run out of time.
- g) Having completed the external assessment, the centre must return the question papers and the candidate responses to CACHE for marking.
- h) Any exceptional circumstances must be referred to CACHE immediately after the external test has been completed.
- i) The answer sheets for Levels 1 and 2 will be optically read. The candidate responses for Level 3 and 4 will be marked by CACHE approved independent assessors, following a standardisation meeting with all awarding bodies offering that exam window.
- j) The pass mark for each paper will be agreed by the awarding bodies at a standards awarding meeting.
- k) The results will be sent to centres as soon as the pass mark has been confirmed, normally about five weeks after the test window.

A more detailed explanation of the procedures that should be followed can be found in the Key Skills Test Conduct document, and also the Regulations and Guidance Relating to Candidates with Particular Requirements, agreed by Awarding Bodies offering key skills.

## 7.2.1 External assessment 'On demand'

From September 2004 CACHE will be giving centres the option of offering Level 1 and 2 tests to candidates more flexibly. Centres will be able to offer tests to candidates on any day of the week, provided they notify the CACHE Assessment Team 21 days before the candidates wish to sit the test. Normally results will be sent to centres within seven working days of papers reaching CACHE. Centres wishing to use this option should contact the CACHE exams office for further details.

## 7.2.2 External assessment 'On line'

CACHE is currently developing a methodology for on line testing for a number of awards, including key skills. Some Awarding Bodies are piloting key skills testing on line. CACHE is waiting to evaluate the outcome of these pilots and any recommendations made by QCA on their future development. CACHE will notify centres of on line options and centre technical requirements as appropriate.

## 7.3 Special Arrangement Procedures

Candidates may apply for special arrangements prior to the sitting of the external assessment. Assessors should refer to the document 'CACHE Special Arrangements Book' on the CACHE website for more detailed information.

All requests for special arrangements should be received at CACHE no later than 6 weeks prior to the sitting of the exam.

## 7.4 Pass mark has not been achieved

If a candidate does not achieve the pass mark they may take the exam at a subsequent window. There is no limit to the number of times a candidate may re-sit the key skills test within the CACHE candidate registration period.

## 8. External Assessment of the Wider Key Skills

From September 2004, the wider key skills will be available as pilot qualifications that will come within the National Qualifications Framework. The portfolios must cover all of the requirements of Part B. Awarding Bodies will provide centres with a set of questions to use with candidates, to check their knowledge and understanding of Part A. These questions should be used flexibly to enable tutors to explore candidates' knowledge and understanding of the key skill. The questions will be assessed by the tutor and externally verified/moderated by the Awarding Body.

The questions are designed to ensure the candidate knows how to use the knowledge and understanding listed in the appropriate Part A of the standards. These questions are not designed to be part of the portfolio which is assessed against Part B.

Answers to questions must be recorded in an auditable format. Possible formats include:

- Candidate writes the answers, either by hand or electronically
- Answers are recorded on audio tape
- Answers are recorded on video tape
- Answers are recorded by the assessor.

The answers must be an individual response by each candidate, **not** a group activity.

Candidates can be invited to expand or develop their answers with follow up prompts such as 'What if...?' or 'How would you...?'. Candidates should be encouraged to give examples of how **they** would apply their knowledge and understanding.

Candidates should be encouraged to use the questions to demonstrate their knowledge and understanding in areas that might not be explicitly shown within the portfolio they have produced. For example, if the activity in the portfolio went to plan, candidates might be asked to reflect on a situation where circumstances beyond their control had required plans to be changed. This may mean that some candidates are asked more questions than others.

It is envisaged that the Part A questions will take place after the candidate has completed the portfolio. The candidate may refer to activities that have been used in the portfolio but should also demonstrate an awareness of how to apply their knowledge and understanding in other situations.

## 9. Internal assessment

Detailed guidance for assessors on building portfolios is available in the QCA booklets listed in paragraph 1 of this document.

The internal assessment is based on a portfolio of evidence collected by the candidate. It may include tasks undertaken in class, evidence from practical placements or any other relevant activities. If at all possible, the evidence should be taken from work that the candidate has to do to complete their vocational qualification. Assignments and activities created merely to enable candidates to complete a key skill should be used only as a last resort. All activities must have a purpose; demonstrating the key skill in itself is not sufficient as a purpose.

**The candidate must meet all the requirements set out in Part B of the key skill specification.** Evidence from external assessments cannot be used in the portfolio.

An assessor who has been appointed by the centre assesses the portfolio evidence. The centre must then internally moderate the work, and a sample will be externally moderated by a CACHE moderator/verifier.

For activities that require the input of other people, especially Communication and Working With Others, the 'other people' should not be under fourteen. In most cases it would be appropriate for a peer group rather than a client group to be used for these activities.

## 9.1 Building a portfolio of evidence.

A portfolio of evidence is a file that contains evidence of how candidates have met the requirements of the key skill. Although predominantly paper-based, the portfolio may contain video or tape-recorded evidence. A disc, and a file directory should accompany any computer-generated work. The evidence submitted must provide evidence of verifiable originals and a clear audit trail. To facilitate the moderation process a separate key skills file is recommended where candidates are undertaking a key skill alongside an accompanying award.

'Portfolios should be evidence of competence, not developmental or improvement and should come after a process of teaching and learning, developing the skills and practicing the skills'.  
Key Skills Support Programme.

Candidates should take responsibility for the development of their own portfolio; however they may well require support and guidance from their assessors particularly at the beginning of their programme of study. Dedicated tutorial or planning time may be necessary for some candidates to ensure the appropriate level of support.

All parties should remember that quality rather than quantity is what is required. When a candidate is gathering evidence for more than one key skill it may be appropriate for the assessor and or moderator to encourage duality of evidence. With the exception of Communication, the key skills broadly require candidates to investigate something, develop information and present it. The wider skills follow a similar 'plan, do, review' format. Not only may these work alongside and cross-reference each other, they may well also provide all the evidence for Communication, which requires candidates to provide evidence of a variety of presentations; written and oral.

The portfolio must contain:

- The Unit Signature Sheet for Portfolio Evidence from the Candidate Handbook. This should be filled out in full and signed by the candidate, assessor and Internal moderator. A separate Unit Signature Sheet is required for each key skill.

- The Unit Portfolio Assessment Record (UPAR) relevant to the skill and level. This acts as an index to show where specific pieces of evidence can be found. It should be completed by the candidate and assessor. Space has been left for the assessor to comment and give examples of how the candidate has met the criteria against which they have been assessed.
- The required amount of evidence. If two pieces of written work are required by the specifications, the portfolio should not refer to several.
- A copy of the relevant certificate if the candidate wishes to claim a proxy exemption from the external assessment of that key skill.
- Copies of source material – especially for Communication point 2. If the source is a book, a bibliography may be sufficient, provided assessor, and moderators have access to it.
- Copies of evidence used in other contexts. If the candidate has generated a piece of evidence for a vocational or other key skill unit, and wishes it to be used as key skill evidence as well, a copy of the evidence may be included in the key skill portfolio. **It is important that this evidence is assessed and moderated for both the original purpose and the key skill.** It is possible that evidence may be sufficient for one, but not meet the criteria for the other.
- Evidence of ownership. If evidence is handwritten, it should be signed and dated by the candidate. If evidence is computer-generated it should also have the candidate's name and date as a header or footer.

## The portfolio may also contain

- Personal details and details of how the standards have been met.
- Witness testimonies. These can help support evidence, but assessors and candidates should be wary of being over reliant on this type of evidence. A witness testimony of a presentation for communication may be suitable, but it should be backed by something else, perhaps candidate preparation notes and/or peer evaluation.
- Videos or tape recordings.
- Computer discs.
- Photographs – but not of children.
- Preparation and evaluation pro forma.
- The answers to the Part A questions for the wider key skills.

## The portfolio should not contain

- Anything not referred to in the UPAR index
- Course work or activities that are designed to help the candidate develop their skills in areas outlined in Part A of the specifications.
- Rough drafts – other than evidence of the 'development' process in ICT.

## 9.2 Assessing the portfolio

CVs of the key skills assessors identifying relevant qualifications must be available to the External Moderator.

The assessor must:

Understand the content of the relevant vocational award and the key skills specifications and be aware of the difference between levels of key skills.

Assess the evidence against the criteria detailed in the Part B standards.

Assess by direct observation of the candidate's practice, where appropriate.

Be confident that evidence not directly observed is the work of the candidate

Understand all the relevant CACHE documentation.

The assessor will know how to:

Identify where the evidence has been met.

Judge whether evidence is sufficient and the candidate can be considered competent.

Provide feedback to the candidate.

Ensure the completion of CACHE portfolio documentation (UPARs).

Pass the required sample of candidates' portfolios to the internal moderator for moderation.

**It is essential that assessors annotate evidence to show that it has been assessed and for feeding back their judgement to candidates.**

By signing the portfolio, the assessor is confirming that the work included is the work of the candidate and that it meets the standards against which it has been assessed. The assessor is confirming their professional judgement that the candidate has reached a level of competence of the key skill at that level.

## 9.3 Tracking evidence

Candidates are required to track their evidence on the CACHE Unit Portfolio Assessment Record sheet (UPAR).

These can be completed as the candidate works through their study, or when they and their assessor believe they have generated sufficient evidence to complete a key skill.

All tracking documentation within the portfolio must be completed in ink and signed and dated as appropriate to ensure it is authentic. Corrections may only be made using a single line through the text to be amended – the use of correcting fluid or erasers of any type is not permitted.

UPARs can be completed by either candidate or assessor. However, it is important that the assessor completes the 'comments' section and signs and dates the sheet at the bottom. There is space at the bottom for the Internal Moderator to sign if the portfolio has been sampled.

The assessor should ensure that;

- all evidence presented within in the portfolio is the candidate's own work
- any recording documentation included has been correctly completed
- any evidence of activities observed by a person other than the assessor – for instance a vocational assessor or a placement supervisor – have been assessed against the appropriate key skill standard, and meet the criteria
- any work that cannot be sensibly included in the portfolio – text books, videos etc. – is clearly signposted and available
- the portfolio contains nothing that is not identified on the UPAR
- the portfolio contains only the amount of evidence that is specified on the UPAR

Once the portfolio has been completed to the satisfaction of the assessor, the Unit Signature Sheet for Portfolio Evidence can be signed by the assessor. This must only be signed when the assessor and moderator are confident that the candidate is competent in the whole key skill at that level and there is sufficient evidence to support that judgement. The portfolio can be signed off before the candidate has achieved a pass in the test.

When the candidate has achieved a test pass or holds a valid proxy exemption, and has completed the portfolio to the satisfaction of the assessor and moderator, the centre may apply to CACHE for a certificate.

The centre is responsible for keeping an accurate record of all assessments and for communicating the outcomes to CACHE.

## 9.4 Insufficient evidence

Where insufficient evidence has been presented or the candidate has worked in a manner which does not meet the standards, the assessor must indicate that the candidate is not yet competent. Feedback to the candidate must provide the reason why the decision has been made.

If the decision that the evidence is insufficient is that of the internal moderator, that decision should be supported by specific details and feedback to the assessor.

## 9.5 Internal moderation of portfolios

Internal moderators will be appointed by the centre and should have a good understand of this quality assurance process.

It is essential that the internal moderator can demonstrate their knowledge and understanding of the key skill being assessed at the same level, or a higher level than the level they are moderating.

Internal moderators cannot internally moderate any evidence which they have assessed.

The role of the internal moderator is to:

- work with assessors to ensure the quality and consistency of assessment
- sample candidate portfolios to ensure consistent assessment
- ensure that their own moderation practice is appropriate
- ensure that assessment and moderation records and documents are fit for purpose and meet CACHE requirements
- ensure that requests for certificates from CACHE are based on assessments of consistent quality
- provide support and guidance for assessors.

Internal moderators should:

- meet with assessors and agree the evidence that is required for the candidate to achieve. This must be documented and sent to the external moderator with the internal moderation report
- prepare a schedule of expected internal moderation dates identifying the name of the internal moderator for each unit and level and send evidence of this to the External Moderator
- record evidence to show that the work of all assessors and all candidates is moderated over time
- ensure that assessors understand and use appropriate tracking documentation
- ensure that internal moderation is recorded on the CACHE Internal Moderator Report form which can be downloaded from the CACHE website.

Internal moderation should occur throughout the assessment process. If evidence is to be gathered by assignments, these assignments should be agreed by the internal moderator before they are issued to candidates. Sampling is recommended on a ratio of 1:10 but the actual size of the sample depends on the internal moderator's confidence that assessment practice is consistent and may be larger. Internal moderators must ensure that all assessors are covered in the sampling frame selecting a range of grades and candidates, to check that judgements are accurate and consistent.

## 10. External moderation of portfolios

The External Moderator is appointed by CACHE to monitor the assessment practice in centres. The External moderation process will be carried out in two ways.

1. Centre visits
2. Postal scrutiny

The role of the External Moderator is to monitor the quality assurance process in the centre, to ensure that internal moderation shows consistency and accuracy of the internal assessment decisions relevant to the level of the key skills to be achieved and to ensure that the centre is adhering to the requirements of CACHE and the Regulatory Bodies.

The External Moderator will sample 10% or 5 (whichever is greater) portfolios for each key skill unit to ensure that the quality of assessment and moderation meets national standards. If the work is satisfactory the external moderator will sign the Mark Record Sheet/Certificate claim form to enable centres to claim certification.

All certificate claim forms will be sent to the external moderator for validation before certificates can be claimed.

If the work is not satisfactory, the external moderator will sample additional portfolios/units and provide feedback and an action plan to the centre.

The External Moderator may choose to request additional work for sampling by post. Work will be returned to the centre within 7 working days.

**CACHE is required by QCA to carry out random checks after the final date of completion of portfolios in any centres where nearly completed portfolios were included in the moderation process for that centre.**

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## 11. Appeals procedure

Centres will have an appeals procedure, which can be used by candidates in the event of a disagreement. Centres and individual candidates are also able to appeal to CACHE using the CACHE appeals procedure, which is available from the External Quality Assurance Manager.

It should be remembered that portfolio evidence requirements are level specific. If a candidate produces a Level 2 portfolio of a very high standard, it is unlikely that it would meet all the evidence requirements for that skill at Level 3. Likewise, if a candidate has successfully completed a portfolio, but has been unable to achieve a pass in the external assessment at that level, it may not necessarily mean that the candidate could use the same portfolio to gain the skill at a lower level.

CACHE will inform centres when the key skills results will be received, and when certificates will be issued.

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## EXAMPLES OF CACHE RECORDING DOCUMENTATION

These documents may be photocopied by centres.

The use of these documents is optional, and will depend on the circumstances of centre, assessor and candidate.

Some centres may have devised their own similar documentation which may be used.

Some centres may wish to use these documents as a starting point from which to develop their own documentation specifically tailored to the needs of their candidates.



This form (or equivalent centre devised form) must be used in the assessment process

**Council for Awards in Children's Care and Education**  
(Incorporating CEYA and NNEB)



**Key Skills 2004**

Direct Observation and Feedback Record (of activity/setting)

Candidate Name \_\_\_\_\_ PIN Number \_\_\_\_\_

Key Skill \_\_\_\_\_ Level \_\_\_\_\_

Date \_\_\_\_\_ Start time \_\_\_\_\_ Finish time \_\_\_\_\_

Location \_\_\_\_\_

Those present \_\_\_\_\_

<b>Key Skill Criteria</b>	<b>How evidence is met</b>

Continued overleaf

**Feedback**



COMPETENT / NOT YET COMPETENT\*

**Signature Box**

**Direct Observation and Feedback Record discussed and agreed:**

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor's Name \_\_\_\_\_

Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Council for Awards in Children's Care and Education

(Incorporating CEYA and NNEB)



## Key Skills 2004 Witness Status Sheet

This form or equivalent must be attached to any witness testimony

Candidate Name \_\_\_\_\_ PIN Number \_\_\_\_\_

Key Skill \_\_\_\_\_ Level \_\_\_\_\_

Please ensure that each witness who has signed the candidate's evidence or written report completes all necessary details in the boxes below and that the form is then signed by the witness as being correct.

### Witness Details

Name \_\_\_\_\_

Contact Address: \_\_\_\_\_  
\_\_\_\_\_

### Status of Witness

D32/D33 or Assessor Qualification? YES/NO\*

Occupational Status/Expertise? \_\_\_\_\_

Familiarity with the Key Skill national specifications? YES/NO\* \*delete as appropriate

Context in which observation took place  
\_\_\_\_\_

Relationship to the Candidate  
\_\_\_\_\_

Elements Witnessed  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Signature Box

Witness Signature \_\_\_\_\_ Date \_\_\_\_\_

### Agreed/accepted by Assessor:

Assessor's Name \_\_\_\_\_

Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

The use of this form is optional – this sample is offered to centres should they wish to use it.



## Council for Awards in Children's Care and Education

(Incorporating CEYA and NNEB)

### Key Skills 2004

### Internal Moderator's Sampling Frame Form (Optional)

Centre: \_\_\_\_\_ Date: \_\_\_\_\_

Key Skill Criteria	Candidate	Assessor	Internal Moderator	Adequacy of Documentation	Proof of validity and authenticity	Proof of sufficiency	Additional comments (see over)

Please use as many sheets as necessary and include additional comments or information overleaf or on attached sheets

Internal moderator's signature: \_\_\_\_\_

The use of this form is optional – this sample is offered to centres should they wish to use it.



## **Council for Awards in Children's Care and Education**

### **Internal Moderator's Sampling Frame Form (Optional)**

..continued from previous page

Key Skill Criteria	Additional comments

The use of this form is optional – this sample is offered to centres should they wish to use it.

## Council for Awards in Children's Care and Education

(Incorporating CEYA and NNEB)



### Key Skills 2004

### Obtain Relevant Information

Candidate Name \_\_\_\_\_ PIN Number \_\_\_\_\_

Key Skill \_\_\_\_\_ Level \_\_\_\_\_

Brief outline of task

Key Skill Criteria	Information Required	Sources of Information	Outline of search and information selected

#### Signature Box

Obtain Relevant Information

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor's Name \_\_\_\_\_

Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Relevant sources attached e.g. print outs, copies of articles.

The use of this form is optional – this sample is offered to centres should they wish to use it.

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### Key Skills 2004

### Action Plan for Substantial Activity

Candidate Name \_\_\_\_\_ PIN Number \_\_\_\_\_

Key Skill \_\_\_\_\_ Level \_\_\_\_\_

Brief outline of activity including aims

Key Skill Criteria	Tasks Planned	Date for completion

#### Signature Box

Obtain Relevant Information

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor's Name \_\_\_\_\_

Assessor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Action plan agreed

WIDER KEY SKILLS  
SIGNATURE SHEET

SKILL  
LEVEL



CANDIDATE NAME

CANDIDATE SIGNATURE

**My assessor for this key skill is**

ASSESSOR NAME

ASSESSOR SIGNATURE

**My vocational assessor is**

ASSESSOR NAME

ASSESSOR SIGNATURE

**I have identified the following people who have agreed to help me**

NAME	SIGNATURE
RELATIONSHIP TO CANDIDATE i.e. Supervisor	

NAME	SIGNATURE
RELATIONSHIP TO CANDIDATE i.e. Supervisor	

NAME	SIGNATURE
RELATIONSHIP TO CANDIDATE i.e. Supervisor	

NAME	SIGNATURE
RELATIONSHIP TO CANDIDATE i.e. Supervisor	

## MY TARGET



All targets should be SMART i.e. specific, measurable, achievable, realistic and time-bound.

My target is

I have defined my target Specifically as

I will Measure my achievement by

My target is Achievable because

My target is Realistic because

My target is Time-bound because

CANDIDATE NAME		DATE
CANDIDATE SIGNATURE		
ASSESSOR NAME		DATE
ASSESSOR SIGNATURE		

## REVIEW SHEET



**KEY SKILL  
LEVEL**

What did I learn?

How did I learn?

What went well?

What caused problems?

What targets did I meet?

What evidence is there of my achievement?

How will my experience help me in the future?

How can I further improve my performance at this skill?

CANDIDATE NAME		DATE
CANDIDATE SIGNATURE		
ASSESSOR NAME		DATE
ASSESSOR SIGNATURE		

# LOG SHEET



Ref	Time & Date	Action	Outcome	Witnesses

CANDIDATE NAME	DATE	ASSESSOR NAME	DATE
CANDIDATE SIGNATURE		ASSESSOR SIGNATURE	

**KEY SKILL  
LEVEL**

**ACTION PLAN**



<p>What will I need to do?</p>	
<p>Who will I need to see to get help?</p>	
<p>Timescale What do I hope to achieve, and when do I hope to achieve it by? (Use in conjunction with the log sheet)</p>	
<p>Support Who is going to help me achieve my target? How are they going to help me?</p>	
<p>When will they give their time?</p>	

<p>CANDIDATE NAME</p>	<p>DATE</p>	<p>ASSESSOR NAME</p>	<p>DATE</p>
<p>CANDIDATE SIGNATURE</p>		<p>ASSESSOR SIGNATURE</p>	



Council for Awards in Children's Care and Education

[www.cache.org.uk](http://www.cache.org.uk)

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