

Qualifications and Credit Framework

# CACHE 'How to...'

A Guide to Assessing  
CACHE QCF Qualifications



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## SECTION 1: INTRODUCTION AND LEVELS

The aim of this document is to provide support and guidance for **Assessors**, **Internal Quality Assurers** and deliverers (for example tutors, trainers and teachers) to gain an understanding of the assessment requirements of qualifications on the **Qualifications and Credit Framework** (QCF). It sets out the expectations for achievement at each **Level** and provides information on the requirements of a range of **Assessment Methods** for different types of activities.

Each QCF qualification is made up of units. Each unit and qualification has its own level, from Entry Level to Level 8, which indicates the level of challenge and difficulty. CACHE offers QCF qualifications and units from Entry Level to Level 4. Each unit and qualification has its own **Credit Value** which indicates how long it could take on average for a learner to complete. One Credit represents approximately 10 hours of **Learning Time**. Learners can build up their units at their own pace and put them towards a full qualification.

**Each unit is divided into Learning Outcomes. These are defined as:**

“A statement of what a learner can be expected to know, understand or do as a result of the process of learning”

[Guidelines for writing credit-based units of assessment for the Qualifications and Credit Framework / 2010 / Version 4]

These learning outcomes are divided into **Assessment Criteria**. These are defined as:

“Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved”

[Guidelines for writing credit-based units of assessment for the Qualifications and Credit Framework / 2010 / Version 4]

To achieve the unit the learner must provide evidence to meet all of the assessment criteria in the unit. Centres will implement a range of recommended assessment methods which will enable learners to provide the evidence to meet this requirement. Centres must provide internal quality assurance to ensure that assessment meets all CACHE requirements and is standardised across individual assessors, assessment locations and learners. CACHE is responsible for implementing Quality Standards Monitoring, a robust system of external quality assurance to ensure quality and standardisation across Centres.

**This guide should be used in conjunction with the:**

- CACHE **Qualification Specification** which provides the assessor, internal quality assurer and delivery staff with detailed information on the qualification
- CACHE **Learner Achievement Log** which records the progress of the learner in achieving the assessment criteria and completing the units

## QCF LEVEL DESCRIPTORS

The QCF **Level Descriptors** provide a general shared understanding of learning and achievement at each level and are concerned with the outcomes of learning, not the process of learning or the method of assessment.

QCF regulations set out level requirements with clear descriptors for each level. Each level descriptor is divided into the following sections:

- Knowledge and understanding
- Application and action
- Autonomy and accountability
- Summary

[Regulatory Arrangements for the Qualifications and Credit Framework / August 2008 / Version 1 / pages 46 to 48]

In the tables over the following pages, the QCF level descriptors for each level of CACHE qualification are listed.

## VERBS USED IN LEARNING OUTCOMES

Learning Outcomes can be of two types:

- Competence / Skills based
- Knowledge based

Competence / Skills based learning outcomes generally begin with 'Be able to' and the associated assessment criteria will predominantly reflect that the evidence must be observable.

Knowledge based learning outcomes generally begin with 'Know', 'Understand' or 'Know how to' and the associated assessment criteria will reflect that evidence can be recorded by means other than observation, although observation remains a valid method.

## VERBS USED IN ASSESSMENT CRITERIA

Some verbs are more commonly used in assessment criteria for units at particular levels. QCF guidance from the Qualifications and Curriculum Development Agency [Guidelines for writing creditbased units of assessment for the Qualifications and Credit Framework / 2010 / Version 4 / Pages 33 to 34] provides an illustrative list of verbs which CACHE has expanded to include other verbs used in CACHE assessment criteria. The explanations for the verbs given in the tables over the following pages provide alternative words or phrases that help to clarify the verb used in the assessment criteria at each level.

## REQUIREMENTS OF ASSESSORS AND INTERNAL QUALITY ASSURERS OF QCF QUALIFICATIONS

Units in the QCF have been developed in line with the specific **Assessment Strategies / Principles** of different Sector Skills Councils (SSCs) or of CACHE. Requirements of staff assessing and internally quality assuring at unit level within a qualification are dependent on which Assessment Strategy / Principles applies to that unit. These will be identified in the 'additional information' section of each unit.

Current Assessment Strategies / Principles are available on the CACHE website [www.cache.org.uk](http://www.cache.org.uk) and are summarised in each Qualification Specification.

### AVOIDING PLAGIARISM

**Plagiarism** relates to learners claiming work to be their own when it is not. All work submitted must be the learner's own and not copied from anyone or anywhere else unless the source of the information has been clearly referenced. Centres should explain to their learners how to provide a reference list showing the source of any information used in their work.

If evidence is discovered that a learner has copied work from elsewhere, the work should not be accepted and the learner should be subject to the centre's disciplinary procedure as appropriate. CACHE must be notified of any cases of plagiarism and if the learner is continuing with the qualification, they will need to submit replacement evidence.

Learners are not allowed offer their work for sale or purchase the work of other learners. This includes the use of sites such as eBay. If this happens, CACHE reserves the right not to accept future entries from a learner.

Further information on plagiarism and how to deal with it is available on the CACHE website [www.cache.org.uk](http://www.cache.org.uk)

## QCF ASSESSMENT AT ENTRY LEVEL

### EXPECTATIONS FOR QCF ASSESSMENT AT ENTRY LEVEL 1

In each learning outcome for each unit the learner must demonstrate the following:

<p><b>Summary</b> Entry Level 1</p>	<p>Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.</p>
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### EXPECTATIONS FOR QCF ASSESSMENT AT ENTRY LEVEL 2

In each learning outcome for each unit the learner must demonstrate the following:

<p><b>Knowledge and understanding</b></p>	<ul style="list-style-type: none"> <li>• Use knowledge or understanding to carry out simple, familiar activities</li> <li>• Know the steps needed to complete simple activities</li> </ul>
<p><b>Application and action</b></p>	<ul style="list-style-type: none"> <li>• Carry out simple, familiar tasks and activities</li> <li>• Follow instructions or use rehearsed steps to complete tasks and activities</li> </ul>
<p><b>Autonomy and accountability</b></p>	<ul style="list-style-type: none"> <li>• With appropriate guidance begin to take some responsibility for the outcomes of simple activities</li> <li>• Actively participate in simple and familiar activities</li> </ul>
<p><b>Summary</b> Entry Level 2</p>	<p>Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.</p>

### EXPECTATIONS FOR QCF ASSESSMENT AT ENTRY LEVEL 3

In each learning outcome for each unit the learner must demonstrate the following:

<p><b>Knowledge and understanding</b></p>	<ul style="list-style-type: none"> <li>• Use knowledge or understanding to carry out structured tasks and activities in familiar contexts</li> <li>• Know and understand the steps needed to complete structured tasks and activities in familiar contexts</li> </ul>
<p><b>Application and action</b></p>	<ul style="list-style-type: none"> <li>• Carry out structured tasks and activities in familiar contexts</li> <li>• Be aware of the consequences of actions for self and others</li> </ul>
<p><b>Autonomy and accountability</b></p>	<ul style="list-style-type: none"> <li>• With appropriate guidance take responsibility for the outcomes of structured activities</li> <li>• Actively participate in activities in familiar contexts</li> </ul>
<p><b>Summary</b> Entry Level 3</p>	<p>Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.</p>

## EXPLANATION OF VERBS USED IN THE ASSESSMENT CRITERIA AT ENTRY LEVELS 1, 2 AND 3

The learner's achievement is based on their ability to meet all the assessment criteria for the unit.

Verbs	Explanation
Carry out	Complete a task or activity to meet the assessment criteria
Contribute to	Give ideas or opinions about the topic
Define	Give the meaning of a word or phrase
Demonstrate	Complete a task or activity to show competence Show an understanding of the topic.
Give (an example of....)	Provide a relevant example for the topic
Give ways	Provide information to show understanding of the topic
Identify	List or name the main points
Indicate	Point out or show
Label	Give the correct term to the topic, object or activity
List	State or make a list of items, words, statements or comments
Locate	Find, identify or show where
Name	Give the correct words which identify the object or activity
Order	Arrange in a logical way
Outline	Identify briefly the main points
Perform	Carry out or do an action or a task
Produce	To make, bring or find
Respond to	Reply or answer in words, actions or diagrams
Show	Give or demonstrate information or knowledge
State	Give brief information about the topic
Use	Apply knowledge to demonstrate understanding

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## QCF ASSESSMENT AT LEVEL 1

### EXPECTATIONS FOR QCF ASSESSMENT AT LEVEL 1

In each learning outcome for each unit the learner must demonstrate the following:

<b>Knowledge and understanding</b>	<ul style="list-style-type: none"><li>• Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks</li><li>• Interpret relevant information and ideas</li><li>• Be aware of information relevant to the area of study or work</li></ul>
<b>Application and action</b>	<ul style="list-style-type: none"><li>• Complete well-defined routine tasks</li><li>• Use relevant skills and procedures</li><li>• Select and use relevant information</li><li>• Identify whether actions have been effective</li></ul>
<b>Autonomy and accountability</b>	<ul style="list-style-type: none"><li>• Take responsibility for completing tasks and procedures subject to direction or guidance as needed</li></ul>
<b>Summary Level 1</b>	Achievement at level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.

## EXPLANATION OF VERBS USED IN THE ASSESSMENT CRITERIA AT LEVEL 1

The learner's achievement is based on their ability to meet all the assessment criteria for the unit.

Verbs	Explanation
Carry out	Complete a task or activity
Demonstrate	Complete a task or activity Show an understanding of the topic
Develop	Build on a topic or activity
Give (examples of....)	Provide relevant examples for the topic
Give ways	Provide information about how to support the topic
Identify	List or name the main points
Illustrate	Give clear information with examples (eg: spoken, written, pictures, diagrams)
Indicate	Point out or show using words, illustrations or diagrams
Locate	Find, identify or show where
List	State or make a list of items words, statements or comments
Outline	Identify briefly the main points
Perform	Carry out or do an action or task
Produce	To make, create, bring or find
Show	Give or demonstrate information or knowledge
State	Give the main points in brief, clear sentences
Use	Apply knowledge to demonstrate understanding

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## QCF ASSESSMENT AT LEVEL 2

### EXPECTATIONS FOR QCF ASSESSMENT AT LEVEL 2

In each learning outcome for each unit the learner must demonstrate the following:

<b>Knowledge and understanding</b>	<ul style="list-style-type: none"><li>• Use understanding of facts, procedures and ideas to complete well defined tasks and address straightforward problems</li><li>• Interpret relevant information and ideas</li><li>• Be aware of the types of information that are relevant to the area of study or work</li></ul>
<b>Application and action</b>	<ul style="list-style-type: none"><li>• Complete well-defined, generally routine tasks and address straightforward problems</li><li>• Select and use relevant skills and procedures</li><li>• Identify, gather and use relevant information to inform actions</li><li>• Identify how effective actions have been</li></ul>
<b>Autonomy and accountability</b>	<ul style="list-style-type: none"><li>• Take responsibility for completing tasks and procedures</li><li>• Exercise autonomy and judgement subject to overall direction or guidance</li></ul>
<b>Summary Level 2</b>	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.

## EXPLANATION OF VERBS USED IN THE ASSESSMENT CRITERIA AT LEVEL 2

The learner's achievement is based on their ability to meet all the assessment criteria for the unit.

Verbs	Explanation
Actively listen	Concentrate on what is said or on sound
Apply	Link existing knowledge to new or different situations
Assess	Consider information in order to make decisions
Agree	Arrive at a mutual understanding with people
Be responsive	Show sensitivity to people or events Take actions to support people or events
Carry out	Complete a task or activity
Contribute to	Give ideas or opinions about the subject Take part in activities or work roles
Classify	Organise according to a specific criteria
Compare	Examine the subjects in detail looking at similarities and differences
Define	State the meaning of a word or phrase or process
Demonstrate	Apply skills in a practical situation Show an understanding of the topic
Describe	Write or speak about the topic or activity giving detailed information
Develop	To identify and build on a topic
Differentiate	Identify the differences between two or more things
Distinguish	Show or recognise the difference between items, ideas or information
Enable	Empower, aid, support or help people to make decisions Take part in processes or undertake tasks
Encourage	Support people to achieve
Establish	Secure acceptance for Come to an understanding of

<b>Verbs</b>	<b>Explanation</b>
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge or experience
<b>Explain</b>	Make clear Give reasons for
<b>Evaluate</b>	Examine strengths and weaknesses Make points for and against
<b>Give (positive and negative points....)</b>	Provide information showing the advantages and disadvantages of the subject
<b>Give an example of ...</b>	Provide a sample or model relevant to the topic
<b>Give reasons</b>	Provide information to show why
<b>Give ways</b>	Provide information to show how
<b>Identify</b>	Provide brief information about a subject, specific process or activity
<b>Illustrate</b>	Give clear information or description with examples (eg: spoken, written, pictures, diagrams)
<b>Indicate</b>	Point out or point to Direct attention to
<b>Interact</b>	Work together with Make a working relationship with
<b>Intervene</b>	Be involved with people to have an effect on their actions
<b>Locate</b>	To find, select or show where
<b>Maintain</b>	Keep up or continue in current condition
<b>Make</b>	Construct, compose, produce
<b>Manage</b>	Be able to deal with
<b>Observe</b>	Watch
<b>Order</b>	Place information in a logical sequence
<b>Outline</b>	Identify or briefly describe the main points
<b>Plan</b>	Think about and organise information in a logical way

<b>Verbs</b>	<b>Explanation</b>
<b>Perform</b>	Carry out or do Take an action Follow an instruction
<b>Produce</b>	Make, create, bring or find through learning or creative ability
<b>Protect</b>	Safeguard, keep safe
<b>Provide</b>	Supply relevant information, products or resource
<b>Record</b>	Keep information in writing or by other methods
<b>Reflect</b>	Learners should look at their actions, experiences or learning and think about how this could inform their future action, learning or practice
<b>Report</b>	Make an official or formal statement Put information together for others
<b>Respect</b>	Value Hold in high regard
<b>Respond to</b>	Take action Reply or answer
<b>Review and revise</b>	Look back over the topic or activity and make or identify adjustments, changes or additions that would improve the topic or activity
<b>Select</b>	Choose for a specific purpose
<b>Share</b>	Give information to others Let others have information or resources
<b>Show</b>	Give or demonstrate information or knowledge
<b>State</b>	Give the main points in brief, clear sentences
<b>Suggest</b>	Propose an idea or ways of doing
<b>Support</b>	Uphold or back up people's decisions Give help or advice
<b>Use</b>	Take or apply an item, resource or piece of information as required
<b>Use (a range of...)</b>	Provide information relevant to the task or topic
<b>Work</b>	Engage with people or in tasks Operate

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## QCF ASSESSMENT AT LEVEL 3

### EXPECTATIONS FOR QCF ASSESSMENT AT ENTRY LEVEL 3

In each learning outcome for each unit the learner must demonstrate the following:

<b>Knowledge and understanding</b>	<ul style="list-style-type: none"><li>• Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine</li><li>• Interpret and evaluate relevant information and ideas</li><li>• Be aware of the nature of the area of study or work</li><li>• Have awareness of different perspectives or approaches within the area of study or work</li></ul>
<b>Application and action</b>	<ul style="list-style-type: none"><li>• Address problems that, while well defined, may be complex and nonroutine</li><li>• Identify, select and use appropriate skills, methods and procedures</li><li>• Use appropriate investigation to inform actions</li><li>• Review how effective methods and actions have been</li></ul>
<b>Autonomy and accountability</b>	<ul style="list-style-type: none"><li>• Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others</li><li>• Exercise autonomy and judgement within limited parameters</li></ul>
<b>Summary Level 3</b>	<p>Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.</p>

## EXPLANATION OF VERBS USED IN THE ASSESSMENT CRITERIA AT LEVEL 3

The learner's achievement is based on their ability to meet all the assessment criteria for the unit.

Verbs	Explanation
Apply	Explain how existing knowledge can be linked to new or different situations or in practice
Analyse	Break the topic down into separate parts and examine each part Show how the main ideas are related and why they are important
Assess	Estimate or make a judgment
Carry out	Complete a task or activity
Clarify	Explain the information in a clear, concise way
Classify	Organise according to specific criteria
Collate	Collect and present information arranged in sequence or logical order
Compare	Examine the subjects in detail looking at similarities and differences
Conduct	Carry out
Critically compare	Examine the subjects in detail looking at similarities and differences
Consider	Ponder, contemplate, study in order to make a decision
Co-ordinate	Organise people, information or a situation so that there is an effective outcome
Demonstrate	Apply skills in a practical situation or show an understanding of the topic
Describe	Write or speak about the topic or activity giving detailed information
Develop	To identify and build on a topic, plan or idea
Diagnose	Identify the cause based on valid evidence
Differentiate	Identify the differences between two or more things
Discuss	Give a detailed account including a range of views or opinions



<b>Verbs</b>	<b>Explanation</b>
<b>Distinguish</b>	Explain the difference between two or more items, resources, or pieces of information
<b>Draw conclusions</b>	Identify outcomes which could lead to recommendations
<b>Engage</b>	Work in conjunction with, or work together with, or ensure participation in
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge or experience
<b>Evaluate</b>	Review evidence from different perspectives and come to a valid conclusion or reasoned judgement
<b>Explain</b>	Make clear detailed information giving reasons, and showing how or why
<b>Extrapolate</b>	Identify relevant points using the information available
<b>Illustrate</b>	Give clear information or description with examples (eg: spoken, written, pictures, diagrams)
<b>Implement</b>	To fulfil, perform or carry out a plan, action, task or procedure
<b>Interpret</b>	Explain the meaning
<b>Investigate</b>	To examine, study or inquire systematically
<b>Judgment</b>	Form an opinion or make a decision based on evidence
<b>Justify</b>	Give a satisfactory explanation for actions or decisions
<b>Listen</b>	Hear what is said
<b>Monitor</b>	Watch the progress of
<b>Plan</b>	Organise information in a logical way using an appropriate format.
<b>Perform</b>	Think about and organise information in a logical way.
<b>Prepare</b>	Get ready
<b>Produce</b>	Carry out or do Take an action Follow an instruction
<b>Provide</b>	Make, create, bring or find through learning or creative ability
<b>Record</b>	Preserve in writing or by other methods

<b>Verbs</b>	<b>Explanation</b>
<b>Recognise</b>	Acknowledge validity of Know from before
<b>Report</b>	Produce a detailed account or statement describing an event, situation, or activity
<b>Review and revise</b>	Look back over the topic or activity and make or identify adjustments, changes or additions that would improve the topic or activity
<b>Reflect</b>	Learners should look at their actions, experiences or learning and think about how this could inform their future action, learning or practice
<b>Respond to</b>	Take action Reply or answer
<b>Summarise</b>	Give the main ideas or facts in a concise way
<b>Supervise</b>	Have responsibility for overseeing people's performance whilst offering support
<b>Use a range of</b>	Provide information relevant to the task or topic
<b>Undertake</b>	Agree to take on and carry out the task

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## QCF ASSESSMENT AT LEVEL 4

### EXPECTATIONS FOR QCF ASSESSMENT AT LEVEL 4

In each learning outcome for each unit the learner must demonstrate the following:

<b>Knowledge and understanding</b>	<ul style="list-style-type: none"><li>• Use practical, theoretical or technical understanding to address problems that are well defined but complex and non routine</li><li>• Analyse, interpret and evaluate relevant information and ideas</li><li>• Be aware of the nature and approximate scope of the area of study or work</li><li>• Have an informed awareness of different perspectives or approaches within the area of study or work</li></ul>
<b>Application and action</b>	<ul style="list-style-type: none"><li>• Address problems that are complex and non-routine while normally fairly well defined</li><li>• Identify, adapt and use appropriate methods and skills</li><li>• Initiate and use appropriate investigation to inform actions</li><li>• Review the effectiveness and appropriateness of methods, actions and results</li></ul>
<b>Autonomy and accountability</b>	<ul style="list-style-type: none"><li>• Take responsibility for courses of action, including, where relevant, responsibility for the work of others</li><li>• Exercise autonomy and judgement within broad but generally well-defined parameters</li></ul>
<b>Summary Level 4</b>	<p>Achievement at level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.</p>

## EXPLANATION OF VERBS USED IN THE ASSESSMENT CRITERIA AT LEVEL 4

The learner's achievement is based on their ability to meet all the assessment criteria for the unit.

Verbs	Explanation
Analyse	Break the subject or complex situations into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important; reference to current research or theory may support the analysis
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion
Clarify	Explain the information in a clear, concise way showing depth of understanding
Classify	Organise accurately according to specific criteria
Collate	Collect and present information arranged in sequence or logical order which is suitable for purpose
Critically compare	Examine in detail, consider and contrast similarities and differences and identify the positive aspects and limitations
Consider	Ponder, contemplate or study in order to make a decision
Demonstrate	Apply skills in a practical situation and/or show detailed understanding of the topic
Describe	Provide a broad range of detailed information about the topic or item in a logical way
Discuss	Give a detailed account including a range of views or opinions which includes contrasting perspectives
Draw conclusions (which....)	Make a final decision or judgment based on reasons which could lead to recommendations
Evaluate	Examine strengths and weaknesses, arguments for and against and / or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research or theories to support the evaluation when applicable

<b>Verbs</b>	<b>Explanation</b>
<b>Critically evaluate</b>	This is a development of 'evaluate' where the candidate debates the validity of claims from the opposing views and produces a convincing argument to support the conclusion or judgement
<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts; responses could include examples to support the reasons
<b>Justify</b>	Give a detailed explanation of the reasons for actions or decisions
<b>Review and revise</b>	Look back over the topic or activity and make or identify adjustments, changes or additions that would improve the topic or activity based on additional information or experience
<b>Reflect</b>	Learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for future action, learning or practice
<b>Summarise</b>	Give the main ideas or facts in a concise way

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## QCF ASSESSMENT AT LEVEL 5

### EXPECTATIONS FOR QCF ASSESSMENT AT LEVEL 5

In each learning outcome for each unit the learner must demonstrate the following:

<b>Knowledge and understanding</b>	<ul style="list-style-type: none"><li>• Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts.</li><li>• Analyse, interpret and evaluate relevant information, concepts and ideas.</li><li>• Be aware of the nature and scope of the area of study or work.</li></ul>
<b>Application and action</b>	<ul style="list-style-type: none"><li>• Address broadly-defined complex problems.</li><li>• Determine, adapt and use appropriate methods and skills.</li><li>• Use relevant research or development to inform actions.</li><li>• Evaluate actions, methods and results</li></ul>
<b>Autonomy and accountability</b>	<ul style="list-style-type: none"><li>• Take responsibility for planning and developing courses of action, including, where relevant, responsibility for the work of others.</li><li>• Exercise autonomy and judgment within broad parameters</li></ul>
<b>Summary Level 5</b>	<p>Achievement at level 5 reflects the ability to identify and use theoretical and technical understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.</p>

## EXPLANATION OF VERBS USED IN THE ASSESSMENT CRITERIA AT LEVEL 5

The learner's achievement is based on their ability to meet all the assessment criteria for the unit.

Verbs	Explanation
Act (as a role model)	Serve as a good model in a particular behavioural or social role for another person to emulate difficult word – suggest follow
Apply (standards) (data)	Explain how existing knowledge, practices, standards etc. can be linked to new or different situations Use information to determine outcomes / conclusions / recommendations
Assess	Use available information to make a judgement
Communicate	Convey, receive or exchange spoken or written information
Compare	Examine the subjects in detail looking at similarities and differences
Compare and contrast	Examine the subjects in detail, identify similarities and differences , consider these from different perspectives
Clarify	Explain the information in a clear, concise way showing depth and understanding
Critically analyse	This is a development of 'analyse' which explores limitations as well as positive aspects of the main ideas in order to form a reasoned opinion
Critically evaluate	This is a development of evaluate. Examine strengths and weaknesses, arguments for and against and/or similarities and difference; consider the evidence and discuss the validity of evidence from opposing views; produce a convincing argument to support the conclusion or judgement
Collaborate	Work jointly with
Define	State or show clearly and accurately
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way
Develop	Identify, build and extend a topic, plan or idea
Discuss	Give a detailed account including a range of views or opinions which includes contrasting perspectives

<b>Verbs</b>	<b>Explanation</b>
<b>Distinguish between</b>	Discuss identified differences between more than one item, product, object or activity
<b>Demonstrate</b>	Apply skills in a practical situation and/or show an understanding of the topic
<b>Encourage</b>	Give support to enable actions, ideas, processes
<b>Explain</b>	Apply reasoning to account for how something is or to show understanding of underpinning concepts (responses could include examples to support the reasons)
<b>Explore</b>	Investigate or examine a range of issues from different perspectives
<b>Evaluate</b>	Examine strengths and weaknesses, arguments for and against and/or similarities and differences; Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; Apply current research or theories to support the evaluation when applicable
<b>Establish</b>	Set up on a permanent basis; Get generally accepted; Place beyond dispute
<b>Empower</b>	Equip or supply with an ability; Enable or permit
<b>Enable</b>	Supply with the means, knowledge, or opportunity; Make able
<b>Facilitate</b>	Make easier; Assist the progress of
<b>Formulate</b>	Draw together; Put together in a logical way; Express in systematic terms or concepts
<b>Give constructive feedback</b>	Provide commentary which serves to improve or advance; Be helpful
<b>Identify</b>	Ascertain the origin, nature, or definitive characteristics of
<b>Implement</b>	Put into practical effect; Carry out
<b>Investigate</b>	Detailed examination or study; Enquire systematically
<b>Intervene effectively</b>	Change an outcome
<b>Initiate</b>	Originate/start a process
<b>Justify</b>	Give a comprehensive explanation of the reasons for actions and/or decisions



<b>Verbs</b>	<b>Explanation</b>
<b>Monitor</b>	Maintain regular surveillance
<b>Mentor</b>	Serve as a trusted counsellor or teacher to another person; Help others succeed
<b>Negotiate</b>	Discuss with a view to finding an agreed settlement
<b>Outline</b>	Identify accurately and describe clearly –the main points
<b>Promote</b>	Encourage the use of or the development of practice, knowledge, theory
<b>Provide</b>	Identify and give relevant and detailed information in relation to the subject
<b>Resolve</b>	Solve; Settle; Explain
<b>Research</b>	A detailed study of a subject to discover new information or reach a new understanding
<b>Review</b>	Revisit and consider the merit of
<b>Recognise</b>	Acknowledge or agree the validity of Use own knowledge to accept a view, idea, principle
<b>Represent views of ...</b>	Act as an Advocate; Speak, plead or argue in favour of
<b>Review and revise</b>	Revisit, judge the merit of and make recommendations for change
<b>Reflect on</b>	Consult with oneself, recognising implications of current practice with a view to changing future practice
<b>Recommend</b>	Use conclusions to suggest ways forward. Revisit and judge the merit of; Endorse a proposal or course of action; Advocate in favour of
<b>Select and apply</b>	Make informed choices and link to specific situations
<b>Summarise</b>	Select the main ideas, argument or facts and present in a precise, concise way
<b>Support</b>	Strengthen, support or encourage; Corroborate; Give greater credibility to

<b>Verbs</b>	<b>Explanation</b>
<b>Set objectives</b>	Identify the outcomes required
<b>Secure</b>	Make safe; Obtain (information or evidence)
<b>Triangulate</b>	Identify three aspects to ensure validity
<b>Work in partnership</b>	Work in association with two or more persons (this may include stakeholders, service users and/or carers)

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## SECTION 2: ASSESSMENT METHODS

### INTRODUCTION

This section outlines a range of possible **Assessment Methods** with guidance for the assessor, internal quality assurer and deliverer (eg: tutor, teacher, trainer) in supporting the learner to provide evidence to meet the assessment criteria for the units. In addition, the assessor will need to refer to the relevant Sector Skill Council assessment strategy / principles.

**Knowledge learning outcomes and assessment criteria** are concerned with the learner knowing and understanding. For most CACHE qualifications this is predominantly within the context of the learner's work role in the real work environment. However some learning outcomes will be solely concerned with knowledge. Centres should always check the specific unit guidance for the unit they are assessing for clarity. Learning Outcomes generally begin with 'Know' or 'Understand'.

**Skills / competency learning outcomes and assessment criteria** are about the learner being able to perform a variety of different tasks. For most CACHE qualifications this is predominantly within the learner's work role in a real work environment but Centres should always check the specific unit guidance for the unit they are assessing for clarity. Learning Outcomes generally begin with 'Be able to'.

Not all assessment methods are appropriate for evidencing skills / competency. However, all assessment methods can be appropriate for evidencing knowledge.

The following table summarises the assessment methods described on the following pages. Each assessment method will state whether it can be used to assess evidence of knowledge only, or for both skills / competence and knowledge:

## SUMMARY OF RECOMMENDED ASSESSMENT METHODS

Ref	Assessment Method	Suitable for Assessing Skills / Competence	Suitable for Assessing Knowledge
A	Direct observation of learner by assessor	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence	Yes	Yes
I	Recognition of Prior Learning to evidence a full unit	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
O	Non-compulsory assessment method devised by centre and approved by CACHE	No	Yes

## A: DIRECT OBSERVATION OF LEARNER BY ASSESSOR

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

The learner is observed carrying out their everyday work activities in their workplace and the performance is formally recorded by the assessor in any one of a number of different ways, eg: written, electronically recorded.

### WHEN SUITABLE

- a) When asked for by the sector skills assessment strategy / principles to provide evidence of competence in work based practice
- b) To provide evidence of knowledge and understanding when knowledge and understanding can be inferred from observation of practice

Do	Don't
<ul style="list-style-type: none"> <li>• Take into account the assessment strategy / principles that are applicable to the unit</li> <li>• Give time and date of observation and use the learner's name</li> <li>• Give a holistic picture of the learner's performance</li> <li>• Use the direct observation to assess more than one unit if possible</li> <li>• Use the direct observation to provide evidence for knowledge as well as competence / skills where possible</li> <li>• Analyse the record against the assessment criteria</li> <li>• Make sure that the internal quality assurer can find the appropriate paragraph in the direct observation that provides evidence for each specific assessment criterion</li> <li>• Observe when activities are simulated to support emergency situations, eg: emergency / fire drills, resuscitation when a manikin would be used</li> </ul>	<ul style="list-style-type: none"> <li>• Forget to formally record the direct observation</li> <li>• Expect a level of competence, knowledge or understanding beyond the level at which the learner is working</li> </ul>

## B: PROFESSIONAL DISCUSSION

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

A pre-planned and in-depth discussion between learner and assessor to evidence knowledge and understanding and / or competence in relation to agreed holistic learning outcome(s) and assessment criteria. The professional discussion is formally recorded by the assessor.

### WHEN SUITABLE

- a) To show in depth understanding of a topic or work role
- b) To provide evidence of work place practice that it is not appropriate to observe
- c) To provide evidence of knowledge

Do	Don't
<ul style="list-style-type: none"><li>• Take into account the assessment strategy / principles that are applicable to the units</li><li>• Plan the discussion in advance</li><li>• Ensure that the learner is aware of the requirements of the discussion</li><li>• Ensure that the learner has enough time to gather sufficient valid evidence to support the discussion</li><li>• Use language and terminology suitable to the level of the learner and the assessment</li><li>• Formally record the discussion</li><li>• Analyse the record of discussion against the assessment criteria</li></ul>	<ul style="list-style-type: none"><li>• Have a question and answer session</li><li>• Hold a professional discussion without having a holistic plan</li></ul>

## C: EXPERT WITNESS EVIDENCE

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

This is a record written by an expert witness, such as a qualified professional, who has the opportunity to see the learner working in their workplace in situations where it would not be possible for an assessor to observe the learner's practice. The expert witness will have been approved by the centre but the evidence provided by the expert witness will be judged against the assessment criteria by an assessor who meets the relevant sector skills council's assessment principles / strategy.

### WHEN SUITABLE

- a) When it is not appropriate for the assessor to observe the learners' work place practice
- b) When the assessor does not have the practical competence to perform the unit that needs assessing but is assessing other units in the qualification
- c) To provide evidence of knowledge and understanding when knowledge can be inferred from expert witness evidence

Do	Don't
<ul style="list-style-type: none"><li>• Take into account the assessment strategy / principles that are applicable to the unit</li><li>• Make sure the centre has approved the expert witness</li><li>• Make sure an assessor who meets the sector skills council's assessment principles / strategy makes the assessment judgements</li></ul>	<ul style="list-style-type: none"><li>• Forget that an appropriate assessor has the final assessment decision to make on the observation recorded by an expert witness</li><li>• Forget that it is not the expert witness who signs against the assessment criteria in the Learner Achievement Log</li></ul>

## D: LEARNER'S OWN WORK PRODUCTS

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

A work product is a resource which is used within the work setting and produced, or contributed to, by the learner and used in the learner's job role. This can include evidence such as copies of:

- Day charts
- Records
- Plans
- Non confidential documents used in carrying out day to day activities
- Individual care plan reports
- Letters or emails prepared and sent
- Reports
- Contributions towards policies or procedures

### WHEN SUITABLE

- a) To inform a professional discussion and support the learner to show competence
- b) To provide evidence of competency if direct observation is not possible

**NB:** In some situations, sign-posting the assessor to a work product that is confidential and is kept in a secure place may be necessary

Do	Don't
<ul style="list-style-type: none"><li>• Take into account the assessment strategy / principles that are applicable to the unit</li><li>• Analyse the work product information against the assessment criteria</li><li>• Ensure work products are completed, designed or contributed to by learner</li></ul>	<ul style="list-style-type: none"><li>• Use documents pre-written by someone else as evidence eg: company policy and procedures</li><li>• Use work products for competence based evidence if direct observation of practice is possible</li></ul>



## E: LEARNER LOG OR REFLECTIVE DIARY

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

An ongoing record of activities carried out by the learner, with evaluation and / or reflection indicating how this provides evidence for the requirements of the assessment criteria. A learner / practitioner should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for future action, learning or practice.

### WHEN SUITABLE

- a) To evidence knowledge or competence in assessment criteria or learning outcome
- b) To show in depth understanding of a topic or work role
- b) When required by the assessment task

Do	Don't
<ul style="list-style-type: none"><li>• Take into account the assessment strategy / principles that are applicable to the unit</li><li>• Ensure that the learner understands that the activities /entries need to be dated</li><li>• Ensure the learner understands that entries should be made regularly</li><li>• Ensure that the learner understands that descriptions need to be concise and clear</li><li>• Ensure that evaluation and / or reflection meets the assessment criteria</li></ul>	<ul style="list-style-type: none"><li>• Forget to ensure that the learner is aware they should not:<ul style="list-style-type: none"><li>- Use too many words</li><li>- Include any confidential information</li><li>- Be judgmental of work setting or colleagues</li></ul></li></ul>

## F: ACTIVITY PLAN OR PLANNED ACTIVITY

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

A document which identifies the requirements of an activity and the expected learning outcomes for children, young people or adults. It identifies the resources required and takes into account any health and safety requirements.

### WHEN SUITABLE

- a) When the learner has contributed to an activity
- b) When the learner has led an activity
- b) To provide supporting evidence for a professional discussion

Do	Don't
<ul style="list-style-type: none"><li>• Take into account the assessment strategy / principles that are applicable to the unit</li><li>• Ensure that the learner supports the child / children, young person / people or adult in the activity</li><li>• Ensure that the learner understands that when the activity is complete, they should review and reflect on the process and practice</li></ul>	<ul style="list-style-type: none"><li>• Forget to ensure that the learner is aware they should not:<ul style="list-style-type: none"><li>- Be judgmental of work setting or colleagues</li><li>- Lead the activity unless that is part of the planned activity</li></ul></li></ul>

## G: OBSERVATION OF CHILDREN, YOUNG PEOPLE OR ADULTS BY THE LEARNER

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

A document that records information about children, young people or adults in a variety of situations or activities which will lead to an understanding of the development and needs of children, young people or adults. Observations must have a focus and be carried out in order to plan for and assess the child, young person or adult in a manner that supports their learning and development stages or needs.

Some observations may also be used in court, as part of an official report, to decide the future of children, young people or adults. Some observations will also refer to medical observations of patients by carers.

### WHEN SUITABLE

- a) When required in the work role
- b) When required by the assessment criteria

Do	Don't
<p>Take into account the assessment strategy / principles that are applicable to the unit.</p> <ul style="list-style-type: none"> <li>• Ensure that the learner has:               <ul style="list-style-type: none"> <li>- Gained written permission to carry out the observation from work setting and parent / carer / named or nominated adult</li> <li>- Chosen a relevant method of observation</li> <li>- Planned observation processes carefully</li> <li>- Evaluated and analysed the observation to ensure that information can support the development and well being of the child, young person or adult</li> <li>- Linked observation to development stages and individual needs</li> <li>- Maintained confidentiality</li> <li>- Made sure all relevant parties can understand the observation eg: children, parents, carers, young people, adults</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Forget to ensure the learner is aware they should not:               <ul style="list-style-type: none"> <li>- Be judgmental of work setting or colleagues</li> <li>- Name the child, young person or adult being observed when including the observation in the Learner Achievement Log</li> <li>- Influence the child, young person or adult whilst recording an observation</li> </ul> </li> </ul>

## H: PORTFOLIO OF EVIDENCE

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

A collection of evidence used to show competence or knowledge. This can be in any chosen format e.g. paper based, electronically created and stored etc.

### WHEN SUITABLE

- a) When required by the assessment task
- b) When relevant to the work role
- c) When it meets individual learner needs

Do	Don't
<ul style="list-style-type: none"><li>• Take into account the assessment strategy / principles that are applicable to the unit</li><li>• Make sure the learner understands evidence that will be relevant</li><li>• Analyse the evidence against the assessment criteria</li><li>• Make sure that the evidence is the work of the learner</li><li>• Use the evidence across units where possible</li></ul>	<ul style="list-style-type: none"><li>• Forget to ensure that the learner is aware they should not:<ul style="list-style-type: none"><li>- Put any evidence in that is not required to meet the assessment criteria</li></ul></li></ul>

## I: RECOGNITION OF PRIOR LEARNING

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

A method of assessment that considers whether the learner can demonstrate that they meet the assessment criteria for a full unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

### WHEN SUITABLE

- a) When the learner can demonstrate prior knowledge, understanding or skills that will meet the assessment criteria

Do	Don't
<ul style="list-style-type: none"><li>• Make sure the centre has a policy, process, procedures or system in place to enable Recognition of Prior Learning</li></ul>	<ul style="list-style-type: none"><li>• Make Learners' learn when they can evidence previous learning</li></ul>

## J: REFLECTION ON OWN PRACTICE IN A REAL WORK ENVIRONMENT

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

A piece of work where learners should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for future action, learning or practice.

### WHEN SUITABLE

- a) To evidence knowledge or competence in a competence based learning outcome
- b) To show in depth understanding of a topic or work role
- c) When it is not possible to carry out a direct observation
- d) When an in depth review of a action or process is required

Do	Don't
<ul style="list-style-type: none"> <li>• Take into account the assessment strategy / principles that are applicable to the unit</li> <li>• Make sure that there is evidence of review and reflection</li> <li>• Ensure that the learner understands the need to:               <ul style="list-style-type: none"> <li>- Make sure that the initial description of action, experiences or learning is clearly written</li> <li>- Make sure that the account is truly reflective and not just a description of the events or happening</li> <li>- Make sure that there are references to developments and future actions or if no developments are required, state why</li> <li>- Make sure they are self-evaluating whilst reflecting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Accept descriptions as reflective accounts</li> <li>• Forget to ensure that the learner is aware they should not:               <ul style="list-style-type: none"> <li>- Include any confidential information</li> <li>- Be judgmental of work setting or colleagues</li> </ul> </li> </ul>

## K: WRITTEN AND PICTORIAL INFORMATION

Skills / Competency

No

Knowledge

Yes

### BRIEF DESCRIPTION

A combination of written and pictorial information produced by the learner to meet a particular user need. This could include any of the following types of evidence:

- **Information cards** - These are cards that the learner will have prepared for a child, young person or adult in order to present information in a way that the user will understand;
- **Poster, advert, leaflet or booklet** - A creative method of presenting information which enables the learners to use pictorial or diagrammatical skills in addition to written text;
- **Chart or diagram** - A logical or sequential or pictorial method of presenting information which supports different learning styles;
- **Information board** - A series of presentations providing information relevant to the reader.

### WHEN SUITABLE

- a) When presenting straightforward information required by the assessment task
- b) To evidence knowledge in a knowledge or skills / competence based learning outcome
- c) To show in-depth understanding of a topic or work role
- d) When information required is most appropriately presented in one or other of these formats
- e) To provide information to a specific client group in a work setting

Do	Don't
<ul style="list-style-type: none"> <li>• Take into account the assessment strategy / principles that are applicable to the unit</li> <li>• Make sure all the information is relevant to the assessment criteria</li> <li>• Ensure that the learner is aware that the product needs to reflect inclusivity</li> <li>• Make sure the product is the learner's own work</li> <li>• Ensure that the learner is aware of the need to:               <ul style="list-style-type: none"> <li>- Make sure that any evidence has a title and is clearly labelled when appropriate</li> <li>- Make sure that information from other sources is identified and attributed</li> <li>- Make sure that information is clearly displayed (font type or handwritten) and attention has been given to spelling and writing eg: use of upper / lower case, apostrophes etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Allow the learner's pictorial or diagrammatical skills to influence assessment decisions</li> <li>• Forget to ensure that the learner is aware they should not:               <ul style="list-style-type: none"> <li>- Allow the design to override the information required to meet the assessment criteria</li> <li>- Spend too much time on the design</li> <li>- Put too much information on any charts or diagrams</li> <li>- Make a direct copy of printed or previously produced information</li> </ul> </li> </ul>

## L: SCENARIO OR CASE STUDY

Skills / Competency

No

Knowledge

Yes

### BRIEF DESCRIPTION

This is a detailed description of an activity, incident or story of a work setting.

### WHEN SUITABLE

- a) When written to introduce the assessment task
- b) When written as an introduction to a set of questions.
- c) When it provides a context that will engage the learner and provide the opportunity to demonstrate in depth knowledge and understanding

Do	Don't
<ul style="list-style-type: none"><li>• Take into account the assessment strategy / principles that are applicable to the unit</li><li>• Ensure that the learner answers any questions or tasks in the context of the scenario or case study given</li><li>• Ensure that the learner is aware of the need to:<ul style="list-style-type: none"><li>- Link practice to theory if required</li><li>- Analyse and evaluate if required</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Introduce issues into the scenario or case study which may detract from the assessment or which will not be directly relevant to the task or questions</li></ul>



## M: TASK SET BY CACHE FOR KNOWLEDGE LEARNING OUTCOMES

Skills / Competency

No

Knowledge

Yes

### Brief description

A Non-compulsory task written by CACHE to enable the learner to evidence knowledge learning outcomes.

### When suitable

- a) For knowledge learning outcomes only
- a) When selected by the assessor or learner

### Do

- Use for knowledge only learning outcomes

### Don't

- Use for evidence of skills / competency learning outcomes

## N: ORAL QUESTIONS AND ANSWERS

Skills / Competency

Yes

Knowledge

Yes

### BRIEF DESCRIPTION

Oral questions posed by the assessor to enable the learner to evidence knowledge and understanding in relation to specific aspects of assessment criterion. Oral questions and answers may be used to evidence understanding of skills based learning outcomes where assessment criteria start with 'Explain' or 'Describe' (or similar words to demonstrate understanding). These can be assessed by the **assessor who is assessing the skills competencies** as it relates to evidence from the workplace.

### When suitable

- a) To show in depth understanding of a topic or work role
- b) To provide evidence knowledge within a work place practice that it is not seen fully during observation
- c) To provide evidence of sufficiency of knowledge

Do	Don't
<ul style="list-style-type: none"> <li>• Take into account the assessment strategy / principles that are applicable to the unit</li> <li>• Ensure that a question is only used to confirm understanding or knowledge against a specific assessment criterion</li> <li>• Formally record the question and answer</li> <li>• Analyse the record of answers against the assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Have a question and answer session to cover whole learning outcomes</li> <li>• Have a question and answer session to cover whole units</li> </ul>

## O: ASSESSMENT METHOD DEvised BY CENTRE AND APPROVED BY CACHE

Skills / Competency

No

Knowledge

Yes

### BRIEF DESCRIPTION

Any other method devised by the Centre to provide evidence for knowledge. The method should meet regulatory requirements.

### WHEN SUITABLE

- a) When the centre wishes to use methods not identified by CACHE
- b) When centre has contacted CACHE via their Centre Advisor with details of the method they are proposing to use if they are not in the listed recommended assessment methods

Do	Don't
<ul style="list-style-type: none"><li>• Make sure that the method covers the assessment criteria for which it is devised</li><li>• Make sure you have notified your Centre Advisor and gained approval before you use this method</li><li>• Bear in mind skills / competency learning outcomes must be assessed in a real work environment</li></ul>	<ul style="list-style-type: none"><li>• Develop methods for use without informing CACHE and gaining approval</li></ul>

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## SECTION 3: METHODS OF RECORDING EVIDENCE

### PAPER BASED EVIDENCE

**This will include:**

- Written evidence
- Diagrams
- Charts
- Pictures
- Photographs of displays etc (but not of children, young people or adults using the service)
- Evidence that has been scanned in to be electronically submitted

### TECHNICALLY RECORDED EVIDENCE

**This will include:**

- Videos (but not of children, young people or adult service users)
- Audio recordings

If you choose to use technically recorded evidence you must notify your CACHE Centre Advisor with the detail and reason for using this method of recording evidence.

The evidence will have been recorded by or for the learner, with a clear log of where the evidence is on the recording and evidence of the assessment judgments made by the assessor and quality assured by the Internal Quality Assurer.

## **GUIDANCE ON THE USE OF E-PORTFOLIOS FOR QCF**

For the purposes of recording evidence of assessment, an e-portfolio is an electronic version of a 'traditional' paper based record and must:

- provide a secure facility for the learner to store evidence of assessment and achievement
- provide the CACHE centre with an audit trail of the assessment and internal quality assurance processes
- allow access to CACHE staff for quality assurance purposes

Where e-portfolios are used they need to provide functionality in order to provide:

- evidence of the assessment process:
  - planning between learner and assessor
  - implementation of plans –  
eg: carrying out assessment feedback following assessment judgments
  - auditable record of assessment judgment
  - evidence of implementation of internal and external quality assurance
- evidence presented to show that the requirements of the assessment criteria in the unit or units of a qualification have been achieved
- auditable evidence of assessment judgments which show that the requirements of the assessment criteria in the unit or units of a qualification have been achieved
- evidence that internal quality assurance is carried out by the CACHE centre
- evidence that external quality assurance is carried out by CACHE Centre Advisor

**Storing information:**

- each individual that accesses the e-portfolio system must be provided with a personalised and secure login, ie: the learner, the assessor, the internal and external quality assurers
- the information must be presented in a format capable of validation
- there must be a secure area to hold evidence, to ensure its validity
- it must form part of an auditable trail
- evidence must be able to be added over time to support successful completion

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## SECTION 4: GLOSSARY

<b>Additional information (in relation to unit layout)</b>	This is where the assessment strategy / principles relating to the unit are identified. When required this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
<b>Appendix</b>	A collection of supplementary material, extra information or extra detail, placed at the end of the work. An appendix must support the work in the main text of the assessment.
<b>Assessment</b>	The process of making judgements about the extent to which a learner's work meets the assessment criteria of a unit, or any additional assessment requirements of a qualification
<b>Assessment criteria</b>	Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved
<b>Assessment methods</b>	Ways in which a learner could evidence their achievements against assessment criteria to an assessor. Each CACHE qualification has a set of recommended assessment methods that best suits its content and level. A summary of all CACHE recommended assessment methods is shown on page 22.
<b>Assessment strategy / principles</b>	The overall requirements for assessing and quality assuring learning outcomes within a qualification that have been set by a Sector Skills Council or CACHE.
<b>Assessor</b>	A person who makes an assessment judgement about the evidence that is presented by a learner against the relevant assessment criteria. A unit or qualification's assessment strategy / principles will determine whether an assessor needs to be occupationally knowledgeable, occupationally competent or qualified to make assessment judgements for that unit or qualification.
<b>Award</b>	A QCF qualification with credit value between 1 and 12.
<b>Awarding organisation</b>	A body such as CACHE recognised by the qualifications regulators to award credits and qualifications.
<b>Certificate</b>	A QCF qualification with credit value between 13 and 36.
<b>Certificate for a unit or qualification</b>	A record of attainment of credit or a qualification relating to an individual candidate issued by an awarding organisation.

<b>Credit</b>	Recognition awarded to a learner of the achievement of the designated learning outcomes of a unit.
<b>Credit value</b>	The number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit and subsequently a qualification. Compare to unit credit value.
<b>Curriculum framework</b>	An outline or structure that underpins practice and supports professionals to create learning opportunities and experiences or courses of study. The curriculum framework is relevant to the country in which you work. For example the Early Years Foundation Stage or the Foundation Phase Framework for Children's Learning for 3 to 7 year olds in Wales.
<b>Diploma</b>	A QCF qualification with credit value of 37 or above.
<b>Diversity</b>	Children, young people and adults and their families come from a variety of cultures, backgrounds and family structures. There may be a range or variation of people's characteristics in aspects such as gender, sexual orientation, lifestyle, family composition, abilities, cultural and linguistic backgrounds and other differences.
<b>Empowerment</b>	Giving children, young people and adults responsibilities and choices to help them learn to take more responsibility for themselves.
<b>Enabling environment</b>	An environment which supports and encourages children, young people and adults to explore and express themselves freely. The conditions should allow children, young people and adults to achieve their potential without barriers to learning.
<b>Equivalent unit</b>	A QCF unit from a different qualification or submitted by another recognised organisation that is deemed to be of equivalent value. This can count towards a qualification in place of one or more designated mandatory or optional units in the qualification. For CACHE qualifications, any existing equivalent unit will be identified in the initial Qualification Specification and Learner Achievement Log; any further equivalencies agreed during the qualification's lifetime will be identified in updated materials available on the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> .
<b>Evidence Record</b>	The CACHE recording document for recording evidence of learner assessment activities.

<b>Exemption</b>	The facility for a learner to claim exemption from some of the achievement requirements of a QCF qualification, using evidence of certificated, non-QCF achievement deemed to be of the same value. For CACHE qualifications, any existing exemption will be identified in the initial Qualification Specification and Learner Achievement Log; any further exemptions agreed during the qualification's lifetime will be identified in updated materials available on the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> .
<b>External Quality Assurer</b>	The CACHE Centre Advisor who is responsible for ensuring quality and standardisation across centres.
<b>Frequently Asked Questions (FAQs)</b>	These are regularly updated common questions that are asked of CACHE about the qualifications and services offered. They are available on the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> .
<b>Government initiatives</b>	The Government conducts a study or research to define and start up a nationwide statutory function or project. The reason behind government initiatives is to provide consistency of provision rather than local authorities or other agencies devising their own individual and varied systems for services. The Government takes the first steps and outlines how to proceed.
<b>Guided learning hours (GLH)</b>	The average number of hours of supervised or directed study time or assessment required in order to achieve a qualification or unit of a qualification.
<b>Inclusion</b>	Ensuring that every child, young person, adult or learner is given equality of opportunity to access education and care by meeting their specific needs.
<b>Inclusive practice</b>	Inclusion in education and care is one aspect of inclusion in society. Taking whatever steps are necessary to ensure that every child, young person, adult or learner is given an equal chance of taking advantage of the opportunities offered to them.
<b>Internal Quality Assurer</b>	An individual with responsibility for assuring the consistency of assessment judgements within a centre. A unit or qualification's assessment strategy / principles will determine whether an internal quality assurer needs to be occupationally knowledgeable, occupationally competent or qualified to make quality assurance judgements for that unit or qualification.
<b>International approaches</b>	How other countries both in Europe and other parts of the world approach play and learning. How their education system is structured and what the underlying principles are.



<b>Knowledge</b>	When QCF assessment criteria, learning outcomes or units are said to be knowledge based, this means that they are about the learner knowing or understanding and not necessarily demonstrating by doing. For most CACHE qualifications this is predominantly within the context of the learner's work role in a real work environment but the specific unit guidance for each unit being assessed should be checked for clarity as some learning outcomes will be solely concerned with knowledge. Learning outcomes for knowledge generally begin with 'Know' or 'Understand'.
<b>Learner Achievement Log (LAL)</b>	The key CACHE publication providing information for learners in relation to a particular qualification. It contains important information on what is required of learners and includes the primary documents to recording the learner's achievements as they progress through the qualification. The primary resource for information on any in-year updates or amendments to these publications is the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> but notification of any changes would be highlighted to Centres as part of CACHE's regular newsletter communications.
<b>Learning outcome</b>	A statement of what a learner can be expected to know, understand or do as a result of a process of learning.
<b>Learning time</b>	The amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.
<b>Legislation</b>	A law or group of laws passed by government providing rules which must be followed. A law may be called an Act, for example The Children Act 2004.
<b>Level</b>	An indication of the relative level of challenge or difficulty of a unit. This includes demand, complexity and / or depth of achievement, and / or the autonomy of the learner in demonstrating that achievement.
<b>Level descriptors for the QCF</b>	A set of statements that enable achievements to be located at a particular level in the QCF framework.
<b>Mandatory unit</b>	A unit in a set of rules of combination that must be achieved for the qualification to be awarded. Mandatory units are always included in the CACHE Qualification Specifications and the Learner Achievement Logs. Compare to optional unit below.
<b>Multi-disciplinary team / working</b>	A group of professionals, each with expertise in specific areas or disciplines, who together discuss and manage an individual child, young person's or adult's care. They plan strategies together, to give the best care.

<b>Multi-agency</b>	Representatives from several different professional organisations such as the police, local government departments such as Children’s Services, education, social services, the health service.
<b>Multi-agency working</b>	A team of professional people from different organisations who work together to produce the best outcome for the child, young person or adult and their family.
<b>National Occupational Standards (NOS)</b>	These sets of standards define the competencies which apply to job roles or occupations in a particular sector in the form of statements of performance, knowledge and the evidence to confirm competence. They cover the key activities undertaken within the occupation in question under all the circumstances the job holder is likely to encounter.
<b>Optional unit</b>	A unit named in a set of rules of combination that a learner may choose to complete to achieve the required number of units / credits for award of the qualification. Optional units are generally available on the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> rather than being included in CACHE Qualification Specifications and Learner Achievement Logs as there are often many of them. Where there are just a few, these are included in the CACHE Qualification Specifications and the Learner Achievement Logs. Compare to mandatory unit above.
<b>Pathway</b>	A route to the achievement of a qualification that requires a combination of credits to be achieved from particular units and is identified by an endorsement to a qualification title.
<b>Personal Learner Record (PLR)</b>	An authoritative record of all credit and qualification achievements made by an individual learner in the QCF. Managed by the Learning Records Service and populated with information from the Skills Funding Agency in partnership with other education providers, the full integration of the PLR will take place from September 2010. The PLR will be a free service intended to empower the learner to view and review their learning and support them in making the right learning choices in the context of the QCF. The learner will be able to view all of their QCF achievement data, on-line, and in one place. Anyone aged 16 or over can log-in to a secure website to view their very own Personal Learning Record providing they have a Unique Learner Number (ULN).
<b>Pass / Refer</b>	Where the assessor makes a judgement on whether the evidence presented by the learner has met the assessment criteria / not met the assessment criteria.

<b>Plagiarism</b>	When a learner claims work to be their own when it is not. All work submitted towards a unit or qualification must be the learner's own and not copied from anyone or anywhere else unless the source of the information has been clearly referenced.
<b>Policies and Procedures</b>	<ul style="list-style-type: none"> <li>• <b>Policy</b> - a written plan of action that states how the setting aims to meet legal requirements. Some examples are: Health and Safety Policy, Confidentiality Policy, Behaviour Management Policy. Within each policy are a number of written procedures.</li> <li>• <b>Procedure</b> - gives detailed information on the course of action a practitioner should follow in order to meet the legal requirements. For example: Within the Health and Safety Policy will be many procedures explaining the way to deal with a particular situation, such as accidents, illness, emergencies.</li> </ul>
<b>Principles and values</b>	<ul style="list-style-type: none"> <li>• <b>Principles</b> - the accepted standards and rules which guide the work of all practitioners.</li> <li>• <b>Values</b> – qualities considered important that guide the way a person or a group works.</li> </ul> <p>For example, the principles and values of the Early Years sector, Playwork Principles.</p>
<b>Professional practice and skills</b>	<ul style="list-style-type: none"> <li>• <b>Professional</b> – a skilled practitioner, an expert;</li> <li>• <b>Professional practice</b> – the work of a professional person;</li> <li>• <b>Professional skills</b> – specific abilities gained through training and practice.</li> </ul>
<b>Provision</b>	Something supplied or provided. Care is usually provision made by the state, private, independent or voluntary sectors.
<b>Qualification Reference Number (QRN)</b>	The unique reference number assigned to the qualification at accreditation by the regulatory authority Ofqual.
<b>Qualification Specification (QS)</b>	The key CACHE publication providing information for Centre staff in relation to a particular qualification. It contains important information on the details of units and assessments. The primary resource for information on any in-year updates or amendments to these publications is the CACHE website <a href="http://www.cache.org.uk">www.cache.org.uk</a> but notification of any changes would be highlighted to Centres as part of CACHE's regular newsletter communications.
<b>Qualifications and Credit Framework (QCF)</b>	A framework for creating and accrediting qualifications in England, Wales and Northern Ireland. It is designed to provide learners, learning providers and employers with an inclusive and flexible regulated qualifications framework containing units and qualifications that recognise the widest possible range of quality assured learner achievements. It introduces a standard currency for learner achievement across the qualifications system through the award of credit.

<b>Rationale</b>	An explanation of the most important reasons. For example, a rationale for planning an activity would include the reasons why this particular activity has been selected; what are the benefits, how does it link to the curriculum.
<b>Real Work Environment (RWE)</b>	A setting that is a real workplace with children, young people and / or adults which is relevant to the unit a learner is working towards.
<b>Record of Assessment Cycle</b>	The CACHE recording document to plan learner activities and record assessor feedback.
<b>Reflective practice</b>	A learner should consider their actions, experiences or learning and the implications of these in order to suggest significant developments for future action, learning or practice. There are recognised cycles of reflective practice. Reflective practice can also show that a learner performed exceptionally well.
<b>Regulatory authorities</b>	The organisations with statutory responsibility for regulating external qualifications in the three countries where QCF operates. In England this is Ofqual (the Office of the Qualifications and Examinations Regulator), in Wales this is DCELLS (the Department for Children, Education, Lifelong Learning and Skills of the Welsh Assembly Government) and in Northern Ireland, CCEA (the Council for the Curriculum, Examinations and Assessment).
<b>Relevant and current research</b>	<ul style="list-style-type: none"> <li>• <b>Relevant research</b> – study the subject under discussion carefully in order to present information in a detailed, accurate manner.</li> <li>• <b>Current research</b> – research which is used at the present time to inform and influence practice and provision.</li> </ul>
<b>Rules of Combination</b>	The phrase that is used to describe how units and their associated credit values can be put together to form a named and recognised qualification.
<b>Sector Skills Council (SSC)</b>	SSCs are independent, employer led, UK wide organisations designed to build a skills system that is driven by employer demand. SSCs aim to reduce skills gaps and shortages; improve productivity, business and public service performance; increase opportunities to boost the skills and productivity of everyone in the sector's workforce; and improved learning supply through National Occupational Standards, apprenticeships, and further and higher education.
<b>Skills / Competency</b>	When QCF assessment criteria, learning outcomes or units are said to be skills or competency based, this means that they are about the learner being able to perform a variety of tasks. For most CACHE qualifications this is predominantly within the learner's work role in a real work environment but the specific unit guidance for each unit being assessed should be checked for clarity. Learning outcomes for skills / competency generally begin with 'Be able to'.

<b>Statutory provision</b>	Provision which is required to be provided by law.
<b>Theoretical approaches</b>	A way of looking at something based on a theory or theories.
<b>Theoretical perspectives</b>	Using, applying and comparing different theories.
<b>Theorist</b>	A person who has presented their ideas and opinions (a theory) about how something works or why something happens.
<b>Theory</b>	A set of ideas, usually based on evidence and careful reasoning, which offers an explanation of how something works or why something happens.
<b>Unique Learner Number (ULN)</b>	This is an individual number available to anyone over the age of 14 years involved in UK education which will transfer with them when they move on to other programmes of study. Learners do not need a ULN to take a CACHE qualification but without one, Centres may not be able to access public funding on their behalf. It is expected that in the future learners will be able to access their Personal Learning Record.
<b>Unit aim</b>	A short statement providing a brief outline of the unit's content.
<b>Unit assessment guidance</b>	Any additional guidance which may be provided to support the assessment of the unit.
<b>Unit Assessment Record (UAR)</b>	The CACHE recording document to record learner achievement of assessment criteria and confirm completion of units. This is a mandatory document that needs to be completed and authorised for each unit so learners can claim a certification.
<b>Unit credit value</b>	The credit value that has been given to a unit based on the average expected learning time for a learner. Compare to credit value above.
<b>Unit level</b>	This denotes the level of the unit within the QCF framework. Compare to Level above.
<b>Unit number</b>	An identifying code assigned to the unit by the owner of the unit (ie: a Sector Skills Council, CACHE or another awarding organisation).
<b>Unit reference</b>	The unique reference number assigned to the unit at accreditation by the regulatory authority Ofqual.
<b>Unit title</b>	The name of the unit that provides a clear, concise explanation of the content of the unit.