

The key skills qualifications

Centre guide



www.cityandguilds.com
September 2000 and 2004
Version 3.0 (February 2005)



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Key skills qualifications in
Communication
Application of Number
Information and Communication Technology
Working With Others
Improving Own Learning and Performance
Problem Solving

Important note

This document covers City & Guilds schemes 3638, 3618
and other award packages that include access to the key skills qualifications

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Please refer to **Appendix I** of this centre guide for the full list of documents centres are required to hold as a condition of approval to offer key skills qualifications with City & Guilds.

Introduction

About this centre guide

This centre guide is intended for key skills co-ordinators, assessors and other staff within City & Guilds centres involved in the delivery of key skills qualifications. It contains information about managing and delivering key skills with City & Guilds, including administrative and quality assurance arrangements.

This document replaces all previous City & Guilds key skills handbooks and is applicable to both the 2004 key skills standards and 2000 key skills specifications.

It should be read in conjunction with the key skills standards and guidance documents published by the regulatory authorities (see **Appendix I** of this centre guide for a full list of the documents City & Guilds requires key skills centres to hold).

Aims of the key skills qualifications

The key skills qualifications awarded by City & Guilds are intended for everyone from school pupils to chief executives in large companies. The key skills are the skills most commonly needed for success in a range of activities at work, in education and training and life in general.

The qualifications are based on standards developed by the qualification regulatory authorities for England, Wales and Northern Ireland (QCA, ACCAC and CCEA respectively, see **Appendix VII** of this centre guide). The key skills standards were most recently updated in September 2004.

Emphasis within these standards is upon the **practical application** of transferable skills to suit a variety of different purposes. Whilst the key skills can be assessed and achieved as a stand-alone outcome, delivery may more commonly form part of broader learning programmes involving the achievement of other qualifications. For example, apprenticeship frameworks in England, Wales and Northern Ireland all include a key skills requirement.

Why key skills are important

The key skills are important because they can significantly improve learners':

- motivation
- progression
- achievement
- employability.

Key skills are essential because in the world of work today individuals need to be:

- computer literate
- able to relate well with customers
- good team workers
- flexible in their work activities
- decision makers and problem solvers
- able to communicate effectively.

Employers value and look for these skills during recruitment and when considering candidates for promotion or additional responsibilities.

Who should be doing key skills?

When the key skills were first launched with qualification status in 2000 it was generally anticipated that all post-16 learners would work towards the ‘main’ three key skills (Communication, Application of Number and Information Technology) alongside school, college or work-based learning. This expectation was subsequently revised in 2001 to take into account ‘similar’ qualifications a learner might have already gained, such as GCSEs.

The 2001 Relaxation Ruling included the following guidance from the then Secretary of State for Education and Skills in England:

In terms of the implications for institutions and students what I want to see is key skill programmes offered to all post 16 students. Where students have not already achieved A*-C grades in GCSE English, Maths, or ICT their programmes should lead to the formal acquisition of relevant key skills qualifications at level 2. Where students are starting on advanced levels with the aim of pursuing a professional or higher qualification post 19, then institutions should support them in gaining at least one relevant key skill qualification at level 3.

Learners who have already achieved GCSEs at grades A*-C in English, Mathematics and/or ICT are generally not expected to achieve the corresponding key skill (Communication, Application of Number and Information and Communication Technology, respectively) at level 1 or level 2.

The Relaxation Ruling is applied more formally within apprenticeships, where achievement of particular key skills qualifications is stipulated for framework completion. Those who have achieved relevant GCSEs less than five years* before the start of their apprenticeship programme are not required to achieve the corresponding key skill.

Relaxation is intended to free candidates up to pursue other qualifications, including the wider key skills and/or qualifications at a higher level; candidates should always be encouraged to achieve the highest level they can in each key skill above these minimum levels.

More information about government and other expectations for key skills achievement are set out in the joint DfES, QCA and LSC publication **Key Skills Policy & Practice – Your Questions Answered** (see list of required documents in **Appendix I** of this centre guide).

It is important to draw a clear distinction between expectations about who should be working towards particular key skills and the quite separate proxy exemption arrangements which give those candidates who are seeking to achieve particular key skills qualifications the opportunity to address aspects of their assessment through proxy exemption (see **Preparing candidates for assessment** section of this centre guide for more details about proxy qualifications and proxy exemption).

* For apprenticeship programmes beginning before 1 August 2004, only GCSEs achieved less than three years before the start of programme can be considered under the Relaxation arrangements.

Key skill areas

There are key skills qualifications in each of the following six areas covering levels 1 to 4 of the National Qualifications Framework:

'Main' key skills

Communication
Application of Number
Information and Communication Technology

'Wider' key skills

Working With Others
Improving Own Learning and Performance
Problem Solving

The 2004 wider key skills are being piloted as full qualifications, although the 2000 wider key skills specifications led only to unit awards.

A key skills standard also exists at level 5 (comprising a single unit in Personal Skills Development), although no qualification or certificated award outcome is available.

Relationship with the adult literacy and adult numeracy standards

Adult literacy and adult numeracy skills can be defined as 'the ability to read, write and speak in English/Welsh and to use mathematics at a level necessary to function at work and in society in general'. Having the key skills takes learners a step further: they will have the basic skills, but can independently select and apply those skills and then progress to improve on them.

In helping candidates develop their communication and application of number skills, assessors/tutors may find it useful to refer to the level 1 and level 2 national standards for adult literacy and adult numeracy respectively.

The Communication and Application of Number key skills tests at levels 1 and 2 also act as the national tests for the Certificates in Adult Literacy and Adult Numeracy respectively (City & Guilds scheme 3792). The Communication/Literacy test is also used to assess the Reading mode within the level 1 and level 2 Certificates in ESOL Skills for Life (3692). See the **Key skills tests** section of this centre guide for more information about this relationship.

Structure of the key skills standards

The key skills standards set out what candidates need to know how to do and what they must do to meet prescribed standards of performance. Each standard addresses the candidate and is structured as follows:

Short overview	What the key skills qualifications in general are about, and what the particular key skill entails at that level.
Part A: you need to know how to	Describes what candidates need to know how to do in order to have the confidence to apply their skills appropriately. Part A can be used as a reference point when assessing candidates' prior learning and current capabilities, as well as to identify learning needs.
Part B: you must	Tells candidates what they must do when producing an evidence portfolio. It describes the type and amount of activity in which candidates should produce evidence of their ability to apply the relevant skill. Part B is split into three components, which are each supported by sub-components identifying the criteria for assessing the quality of candidates' performance, ie their ability to 'bring together' and apply their skills in a way that is appropriate to a particular activity.
Brief guidance	Examples of the techniques and knowledge defined in Part A, together with some helpful advice about producing evidence.

The key skills standards and guidance documents are published by QCA on behalf of the regulatory authorities. These are **essential** reading for all assessors as they provide the definitive guide to the expected standard for each key skill at each level.

There are two guidance documents, one covering Communication, Application of Number and Information and Communication Technology (QCA/04/1272) and one covering Working With Others, Improving Own Learning and Performance and Problem Solving (QCA/04/1294).

Assessment regimes

The assessment regime for the 2004-standard ‘main’ key skills varies between UK nations.

England and Northern Ireland

Assessment of Communication, Application of Number and Information and Communication Technology involves the following:

Internally assessed portfolio

internally organised; focuses on the requirements of Part B of the standard; internally assessed; internally verified; externally verified by City & Guilds.

plus

externally assessed test

externally set; samples from the whole standard; corroborates the internal assessment; taken under supervised conditions; marked by City & Guilds.

Candidates must successfully complete both assessment components before a certificate can be awarded. Assessment can sometimes be satisfied by proxy exemption (see **Preparing candidates for assessment** section of this centre guide for more details).

More information about the tests can be found in the **Key skills tests** section of this centre guide.

Wales

Following an announcement by the Welsh Assembly Government, candidates in Wales working to the 2004 key skills standards are not required to complete the key skills tests and need only complete the internally assessed portfolio. Despite the discontinuation of tests, candidates in Wales are **not** required to present any additional portfolio evidence for the ‘main’ key skills above and beyond that set out in Part B of the standard.

Note the test component is still required where candidates in Wales are accessing the 2000 key skills specifications (only available if registered before 31 August 2004), although key skills tests are no longer available to centres in Wales.

Wider key skills

Assessment of Working With Others, Improving Own Learning and Performance and Problem Solving across all UK nations involves the following:

Internally assessed portfolio

internally organised; focuses on the requirements of Part B of the standard; internally assessed; internally verified; externally verified by City & Guilds.

plus

Part A affirmation

addressed through externally set ‘Part A questions’ where coverage not explicit in portfolio; corroborates the portfolio assessment; internally assessed; externally verified by City & Guilds.

The Part A questions and affirmation process apply only to candidates working towards the 2004 wider key skills which have full qualification status. Part A affirmation is not necessary for certification where candidates are accessing the 2000 key skills specifications (only available if registered before 31 August 2004), although the 2000 specifications are certificated as unit awards rather than full qualifications.

More information about this can be found in the **Wider key skills – assessment requirements** section of this centre guide.

Delivery

In delivering a key skills programme, there is plenty of scope to develop materials and learning activities appropriate for particular learners. Although a key skills registration lasts for three years, there are no specified guided learning hours or time-scales for completion. Centres will need to estimate – and regularly update – the length of time each candidate will need for:

- building underpinning knowledge
- assessment planning
- developing links with other learning activities as appropriate
- any group activities required.

Time is also needed for:

- undergoing assessment
- feedback
- re-presenting evidence
- quality control.

The activities candidates carry out should be meaningful and, as far as possible, real. The degree of independence and personal initiative of candidates increases at each level.

Differences between the 2000 specifications and 2004 standards

All candidates registered after 1 September 2004 are required to work towards the 2004 key skills standards (candidates registered before then can either continue working to the 2000 specifications or may transfer – see **Administrative arrangements for candidate registration, test entry and certification** section of this centre guide for more details).

The revised standards were introduced following a review of key skills conducted by the regulatory authorities during 2003. Changes from the previous 2000 specifications are generally modest, although key differences are:

- the requirements are known as ‘standards’ rather than ‘specifications’
- Information Technology has been re-titled Information and Communication Technology (ICT)
- sub-component notation for each Part B component (eg 1.1.1, 1.1.2, etc) has been introduced for greater clarity
- terms such as ‘complex’ and ‘substantial’ have in most cases been replaced by more quantifiable definitions

- purposeful use of email is now an explicit requirement within the ICT standards
- the wider key skills have qualification status, with a process of Part A affirmation required for certification
- the key skills tests have been discontinued as an assessment requirement in Wales.

There has been no change to the level of demand between the 2000 specifications and 2004 standards, although the latter are generally expressed in clearer language.

Candidates working towards the 2000 specifications have until 31 August 2006 to complete and claim certification.

The key skills standards and guidance documents set out the 2004 standards and associated expectations in full. Similar documents were also produced to cover the 2000 key skills specifications.

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Key skills with City & Guilds

Summary of delivery requirements

This centre guide sets out the main requirements for centres seeking to deliver the key skills qualifications with City & Guilds. These may be summarised as follows:

- establish internal mechanisms for co-ordination, planning, resourcing and monitoring assessment
- establish a programme of staff development
- obtain centre and scheme approval from the appropriate City & Guilds regional/national office
- contribute to quality assurance by appointing competent internal assessors
- carry out initial assessment to diagnose skill development needs and target level for each candidate
- structure a teaching and learning programme
- carry out assessment of portfolio evidence
- carry out internal verification to ensure consistent compliance with expectations set out in the standards and guidance
- maintain appropriate records
- provide access for external verification
- prepare and enter candidates for relevant tests where applicable
- undertake Part A affirmation and/or questioning where necessary
- claim portfolio completion after successful external verification.

City & Guilds' key skills scheme numbers

In the vast majority of cases, candidates working towards any of the key skills with City & Guilds will be registered under scheme 3638 (or 3618 if registered before October 2003). The **Administrative arrangements for candidate registration, test entry and certification** section of this centre guide details the correct award (complex) number(s) to use when registering candidates. As a result of differing assessment regimes, award numbers vary between UK nations.

City & Guilds also offers the key skills qualifications via a number of 'package' schemes (eg those making all of the qualifications required to complete a particular apprenticeship framework accessible from a single point of registration). It is important to appreciate that these package schemes are designed only to assist with candidate administration. Even where evidence is generated through integrated activities, the key skills remain discrete qualifications requiring separate assessment and internal/external verification.

Centre and scheme approval

All centres wishing to offer key skills with City & Guilds must obtain both centre and scheme approval from their regional/national City & Guilds office. The scheme approval application form (known as a SAP form) requires centres to provide details of:

- physical and staff resources
- delivery target group
- potential number of candidates
- systems for managing these qualifications
- arrangements for assessment and verification.

The centre's continued approved status depends on successful implementation of its declared quality assurance systems. These are re-confirmed by ongoing external verifier monitoring.

The role of key skills co-ordinator

The centre must appoint an overall **key skills co-ordinator** who acts as a single named contact for the external verifier throughout the **whole** centre. This role is in addition to, although might sometimes be combined with, that of the overall quality assurance co-ordinator responsible for all City & Guilds qualifications within the centre.

The key skills co-ordinator has overall responsibility for ensuring that **all** key skills programmes across all departments, sectors and sites within the centre meet both City & Guilds' requirements and the regulatory authorities' expectations. The appointment of a well-informed deputy co-ordinator is also strongly recommended.

The co-ordinator role requires a person with sufficient authority to:

- liaise with City & Guilds and other agencies as appropriate
- provide the centre with a policy and guidelines for planning, managing and implementing key skills
- oversee the planning and implementation of all key skills programmes across the **whole** centre
- ensure there are adequate resources – both staff and material
- establish and monitor candidate support systems
- ensure all staff concerned with delivering key skills within the centre have access to the key skills standards and guidance documents, recording documents (eg logbooks), this centre guide and other required documents set out in **Appendix I** of this centre guide
- ensure all staff carrying out assessments are familiar with and understand the key skills standards and the conditions under which assessments take place
- ensure that assessments are carried out and that records are kept according to City & Guilds' requirements
- hold internal meetings for all key skills staff to ensure effective internal standardisation of assessment decisions
- ensure all staff (including those at separate sites or sub-centres) take part in the process of internal verification
- brief new staff thoroughly on the requirements for involvement in delivering key skills
- arrange continuing staff development as required

- ensure that portfolios of evidence and recording documentation are available and clearly organised and indexed to facilitate internal and external verification
- ensure all City & Guilds documentation is completed when required
- ensure portfolios are only claimed for candidates who have met the required standard and once they have been subject to the required quality assurance processes
- maintain records of any instances where candidates seek proxy exemption, together with details of the qualification held that entitles that exemption.

The key skills co-ordinator must therefore be a senior member of staff who is able to exercise strategic management and be accountable to City & Guilds for standards throughout the centre.

It is the co-ordinator whom the external verifier will contact prior to any visits or remote monitoring taking place.

Only one key skills co-ordinator may be appointed for each City & Guilds centre. Although in large organisations delegation of function may be inevitable, the co-ordinator must be in overall charge of key skills delivery within the centre and be the designated point of contact for the external verifier.

Centre staff competencies

All key skills assessors and internal verifiers must be fully conversant with the assessment process and have an appropriate level of competence in the key skills being assessed, ideally at least one level **above**.

Best practice would be for them to achieve the key skills themselves, and practitioners are strongly encouraged to register for and work towards the key skills qualifications.

Whereas the 1995-standard and earlier key skill units required assessors to hold NVQ assessor/verifier units, these are not required to assess the 2000 key skills specifications or 2004 key skills standards. Assessors should also note that the key skills qualifications **cannot** provide primary evidence for candidates working towards NVQ assessor/verifier units.

Quality assurance model

City & Guilds is accredited by the regulatory authorities as a key skills awarding body on the basis of internal assessment quality assured through a system of **external verification**.

Like all of City & Guilds' verified assessments, the quality assurance model for internal key skills assessment is based on the **NVQ Code of Practice**. Key skills co-ordinators must therefore ensure that the centre's quality assurance systems for key skills fully comply with the requirements of the current NVQ Code of Practice, although should note the following:

- the 'ten week rule' minimum period between registration and certification does not apply to the key skills qualifications
- assessors and internal verifiers are not required to hold either the old or new NVQ assessor/verifier units.

The quality assurance model is explained in more detail in the **Verification** section of this centre guide.

City & Guilds' key skills website – www.key-skills.org

City & Guilds maintains a dedicated key skills website – www.key-skills.org – as a resource and information point for key skills practitioners. The site contains the following:

- this centre guide
- 2004 standard and logbook documents for each key skill and level (2000 specification documents will also be available until their last certification date has passed)
- links to key documents published by QCA and others, including the standards and guidance documents and example portfolios
- example key skills tests, with answer keys and mark schemes
- Key skills news – see below.

Key skills news

City & Guilds publishes a monthly key skills newsletter containing all the latest information and updates about the key skills qualifications as they affect City & Guilds centres. The latest issue of **Key skills news** can always be accessed from the key-skills.org site, along with a full archive of all previous issues. Key skills news is also distributed via City & Guilds' main system of monthly mailings, although the most recent issue will usually appear on key-skills.org first.

Preparing candidates for assessment

Responsibilities of the centre

Before starting to deliver a key skills programme, a centre must ensure that there is an all-embracing policy across the whole organisation which will allow candidates access to assessment. This means any staff not previously involved with teaching or assessing key skills will need to spend time with the specialist members of the team to discuss the opportunities for assessment which may arise or may be developed within another part of the candidate's overall learning programme.

Once a centre has established the opportunities, which will arise naturally within a candidate's programme, it has then to decide:

- who is to be responsible for planning the overall programme
- appropriate initial assessment to ensure candidates are working towards the correct level and skill area(s)
- who is to be responsible for planning each individual candidate's key skills programme
- who is to be responsible for assessing each aspect of each key skill
- who is to be responsible for teaching/guiding/monitoring candidates.

Centres are free to choose how to share these responsibilities, **but the functions must be carried out.**

Staff development

The centre must provide development opportunities for staff to ensure mastery of the key skills standards and guidance.

Time given to clarifying an understanding of the structure and content of each key skill prior to the introduction of assessment will help all those involved to feel part of the team and ensure that candidates have the best chance of success.

The functions described above include teaching, assessing and monitoring roles. It is an essential part of the staff development programme for staff to understand which role they have to carry out and how each role contributes to a candidate gaining certification at the highest possible level.

Staff development may also be needed for key skills competency. Best practice is for the relevant key skills qualifications to be achieved at least at the level above that being assessed.

More information about the general principles that underpin effective practice using the key skills can be found on pages 10-14 of the **2004 key skills standards and guidance** document for Communication, Application of Number and Information and Communication Technology.

Candidate induction

The centre must have a policy of candidate induction. Following initial assessment to determine the appropriate target key skills qualification(s) and level(s), a candidate will agree an overall action plan with a member of staff.

As part of the induction programme, the candidate should be introduced to the concepts of action planning, the content and structure of the scheme, the system of building up a portfolio of evidence, portfolio management and referencing.

Candidates must have a **personal copy** of the standard for each key skills qualification(s) they are working towards. The easiest way to ensure this is to give each candidate the relevant City & Guilds key skills logbook, since this contains both the standard and coverage/record sheets for tracking progress.

Integrating assessment of each key skill

It may not be helpful to divide responsibility for assessing different key skills between different assessors. If all assessors are aware of the requirements for each key skill as set out in the standards and guidance documents then activities can be designed and used to provide evidence of achievement across more than one skill area. This has implications for staff development.

Candidates' involvement in their assessment not only enhances learning in enabling candidates to become more aware of the targets to which they are working, but it also helps assessors to manage assessment.

Learning programmes

A learning programme must ensure that for every learner there is an opportunity for progression in key skills development and that work is not repeating what is done elsewhere.

Learning programmes are not prescribed by City & Guilds. Centres are free to design their own and are encouraged to draw as widely as possible on both internal and external resources. We provide a range of good practice examples through the key skills pages of our subscription-based online learning support portal **SmartScreen.co.uk**, and would also draw attention to the resources and advice disseminated through the Key Skills Support Programme (see www.keyskillssupport.net for details).

Where the key skills are integrated into other learning programmes, achievement can happen in unexpected ways. Candidates should be encouraged to show initiative as well as identify and collect evidence of achievement.

Key skills encourage active learning by candidates. The teaching and learning style adopted within a centre will depend on the maturity of the candidates and the stage in the programme. At the start of a programme, it is likely that candidates will need more guidance on how to meet the requirements. Some candidates may need specialised tuition to overcome specific learning difficulties.

It is important that activities are both realistic and challenging if the programme is to be effective in developing existing skills as well as accrediting the level reached. The key skills standards are designed to facilitate natural progression through the levels.

Ways to promote the effective learning of key skills:

- careful sequencing of theory and practice to help candidates learn the underpinning knowledge and techniques so that they can be effectively applied to achieve practical objectives
- explicit tuition and practice in using learning strategies within a wide range of contexts
- careful structuring of tasks that promote the ability to think by creating problems of sufficient challenge to stretch, but not deter, the candidates
- systematic variation of tasks in order that learners can see how, and to what extent, existing skills can be applied to good effect in less familiar tasks and identify when new learning is required
- opportunities to work with others (eg through collaborative use of ICT, coaching, reciprocal teaching, pair problem solving) so that candidates are encouraged to justify their selection of particular approaches and learn from each other what works
- providing candidates with precise feedback on current achievements and how to improve
- encouraging review and reflection by candidates.

Learning contracts

Candidates must be fully aware of their responsibilities and those of other key people in the learning and assessment process. A learning contract between the centre and the candidate can be an extremely helpful way of ensuring this.

The contract should be a simple and straightforward document which sets out what a candidate should expect in terms of support and assessment and what they will need to do in order to make the most of learning opportunities and achieve successful assessment outcomes. Generally the learning contract will be signed by the candidate and his/her assessor/tutor. Where candidates are on an apprenticeship or other work-based programme, it is a good idea to include the candidate's line manager or supervisor within the contract.

Further advice about learning contracts is given in the City & Guilds centre toolkit (see Appendix I of this centre guide).

Designing learning and assessment opportunities

Candidates will need an operational framework that helps them understand the requirements of both Part A and Part B of the standard.

Candidates will need planned opportunities to:

- acquire know-how (eg how to write grammatically correct text, carry out particular types of calculations, use editing facilities in a word processing package etc)
- develop and practice their thinking skills (eg skills in analysing tasks and problems, formulating questions, generating and adapting ideas, making decisions about methods, and the relevance and quality of information, checking, monitoring, evaluating and drawing conclusions).

Key skills can be used to support target setting, planning, reviewing and recording processes. Successful programmes will also help candidates to develop increased personal autonomy in their learning and to see how their skills can be applied in different contexts.

Above level 1, candidates are expected increasingly to manage their own learning and make their own decisions about how they adapt their skills to meet different demands. However, for candidates working at the lower levels, teachers and trainers will need to think carefully about how they can provide structured learning opportunities that explicitly address the application of skills, without undue prescription in the design of the activities.

Ensuring good assessment practice

The most effective assessment regimes are those which use a combination of:

- **assessment planning** – through individual and course team approaches
- **ongoing assessment** – eg through observation of performance, questioning.

Assessment planning identifies areas of activity in a learning programme which provides the best opportunities for assessing particular key skills. Candidates can be assigned activities with the explicit intention of evidencing specific key skills.

However, assessors often analyse curriculum materials and try to infer their key skills content. This can fail to pick up achievements which occur in an incidental or unanticipated way, and can be insensitive to the achievements which emerge from activities and approaches which a candidate adopts in working through a project or assignment.

Ongoing assessment will often pick up unexpected achievement. It provides valid assessment to complement evidence drawn from pre-planned activities, since it takes place at the time that someone does something. This can be time consuming when it involves large amounts of assessor observation of performance and needs to be balanced by other forms of evidence.

Key skills signposting and integration

Where key skills are developed and integrated into a wide range of settings, it will help candidates to reapply their skills in different situations. For example candidates might use communication skills in the course of work or learning activities without thinking consciously about the way they are used or how they might be improved. The key skills standard for Communication provides a definition of effective communication which helps candidates to recognise what the skills are and when they are using them in their work. Crucially, this will assist in understanding how these skills can be adapted to different work environments.

All accredited qualifications within the National Qualifications Framework at level 1 or above include key skills ‘signposting’ in their supporting documentation. This information can be invaluable to tutors or trainers where key skills are being delivered alongside other qualifications, although it is important to appreciate that signposts identify potential learning and evidence gathering opportunities rather than automatic sources of portfolio evidence.

Any evidence presented in a key skills portfolio, whether drawn from a signposted/integrated activity or not, **must** be separately assessed using the relevant key skills standard and guidance. For example, the standard will in some cases require evidence to cover more than one component of Part B in the course of a single activity.

UCAS points for key skills qualifications

Candidates seeking entry to higher education should be made aware that success in each of the key skills qualifications at level 2 or above attracts UCAS tariff points (see chart below). Some institutions actually specify key skills as part of their admission criteria, whereas most recognise the intrinsic value of these skills when considering applicants. More information about key skills and access to higher education can be found on the UCAS website www.ucas.com

	Communication	Application of Number	Information and Communication Technology
Level 1	n/a	n/a	n/a
Level 2	10 points	10 points	10 points
Level 3	20 points	20 points	20 points
Level 4	30 points	30 points	30 points

At the time of writing the wider key skills had not been formally assigned tariff points, although this is likely to happen shortly.

Like the other major key skills awarding bodies, City & Guilds provides data to UCAS each summer advising of candidates that have gained any of the key skills qualifications in the past twelve months.

Where candidates are seeking to progress to university immediately after a key skills programme, the key skills co-ordinator should ensure all assessment is completed early enough to allow sufficient time for internal/external verification, claiming portfolio completion and receiving test results before institutions are at the stage of confirming offer decisions. In particular, candidates depending on results for level 3-4 tests taken in June, or level 2 paper based tests taken in July, will not necessarily receive their results and certification in time for admission the same year.

Proxy qualifications and proxy exemption

What is a proxy qualification?

The regulatory authorities have accepted that a number of other qualifications assess similar knowledge and skills to aspects of the key skills. Because of the overlap, candidates can claim exemption from part of the **assessment** of a key skills qualification (normally from the test*) when able to provide proof of having achieved an approved proxy qualification in the recent past.

For example, a GCSE in English at Grade C or above would entitle a candidate with a completed portfolio for the key skill of Communication at level 2 to proxy exemption from the test provided the GCSE was gained less than three years before the portfolio was completed and claimed.

Whereas proxy qualifications for Communication only ever provides exemption from the test, for Information and Communication Technology and (in one very rare instance) for Application of Number, there are proxy qualifications that have been judged to provide sufficient coverage of the key skills standard to exempt candidates from both the test and portfolio assessment.

There are also a small number of proxy qualifications (eg GCSE Short Course in ICT) that, whilst not providing complete exemption, allow candidates to provide Information and Communication Technology portfolio evidence for only one of the two purposes that are normally expected. In such instances, evidence of the proxy qualification must be present in the portfolio in lieu of the second purpose activity.

The definitive list of current proxy qualifications can be viewed on the QCA website - www.qca.org.uk/keyskills (there is a link to the relevant page from our key-skills.org site). The list is updated about every six months, and key skills co-ordinators should always ensure they are working from a current list. **Only qualifications specified on the list may be treated as valid proxy qualifications.**

However, where a candidate has recently achieved a key skills test pass with another awarding body and has gone on to complete his/her portfolio whilst registered with City & Guilds, similar administrative arrangements to those for checking, recording and claiming proxy exemption may be followed (see **Administrative arrangements for candidate registration, test entry and certification** section of this centre guide for details).

Checking entitlement

Internal verifiers (working closely with the key skills co-ordinator) must take responsibility for checking the validity and currency of every single proposed proxy claim. Procedural arrangements are as follows:

- The proxy qualification must be evidenced by a certificate or results slip from the issuing awarding body. The original document **must** be seen by an internal verifier; a copy of this should then be taken, signed, and placed in the front of the candidate's portfolio.
- The key skills co-ordinator must also keep an up-to-date record of all candidates in the centre seeking proxy exemption (with details of which proxy qualifications they hold

* Note tests are not required for certification in Wales where candidates are working to the 2004 key skills standards.

and when these were gained) as well as a sample of signed certificate copies. These will be checked by the external verifier at the next visit.

- Proxy exemption may only be formally accepted by City & Guilds once the candidate has completed all other assessment necessary to gain the key skills qualification being sought. A claim for proxy exemption from a test must therefore not be submitted until the candidate has completed his/her portfolio.
- The relevant proxy component should be claimed as a results submission **at the same time** as the corresponding portfolio component to enable certification to take place. See **Administrative arrangements for candidate registration, test entry and certification** section of this centre guide for details of how to make a results submission.

A proxy qualification is only valid for three years, and **must** still be valid at the time the candidate gains any key skills qualification for which it is used. This is why proxy exemption from a test cannot be claimed before portfolio completion.

The three years is taken from when the proxy qualification was awarded rather than necessarily when the candidate was assessed, so for example the cut off date for using a GCSE completed in the summer of 2003 as a proxy qualification would be 31 August 2006. If a candidate runs out of time to claim proxy exemption then s/he must successfully complete both the test and portfolio.

Proxy exemption must **not** be claimed in either of the following instances:

- where a learner on an apprenticeship programme already holds A*-C GCSEs in English and/or Mathematics, and is not required to achieve Communication and/or Application of Number for framework completion (unless the candidate opts to achieve these qualifications and separately satisfies the criteria for proxy exemption)
- to ‘re-certificate’ key skills qualifications or units completed during an earlier learning programme – eg if key skill units were achieved as part of a GNVQ.

Although strict time constraints apply to the use of proxy qualifications, there is no ‘shelf-life’ attached to the key skills themselves. Candidates who already hold any of the 1995-standard key skill units or 2000-specification qualifications should not be expected to achieve the same key skill again under the 2004 standards, unless progressing to a higher level.

Access arrangements and special consideration for candidates with particular assessment requirements

Common guidance on access arrangements and special consideration for eligible candidates has been agreed between the regulatory authorities and all accredited key skills awarding bodies. These are incorporated into the City & Guilds document **Access to Assessment and Qualifications** (from October 2004).

Arrangements for portfolio building

Where producing certain types of evidence creates difficulties, through disability or for another reason, candidates might be able to use other ways of demonstrating achievement. When considering this, it is important to distinguish between what might be appropriate help or support for candidates undergoing a programme of learning and what is reasonable when assessing candidates’ independent achievement against the required

standard. It is therefore extremely important to carry out proper initial assessment of candidates at the beginning of their programme to determine appropriate target qualifications and levels.

The standard for Communication assesses the ability to communicate effectively with others and to understand information presented both orally and in writing. In order to demonstrate these skills, candidates who have hearing, sight or speech impairments or have specific learning difficulties might need reasonable adjustments such as the use of a BSL communicator or scribe, electronic aids or special equipment to produce their portfolio evidence.

Although any specific cases should be discussed and agreed **well in advance** with both the internal and external verifier, any provision made should reflect:

- the candidate's normal way of working
- the support to which the candidate is entitled and which is routinely available.

Any evidence produced must show the candidate can independently meet the relevant standard as defined by the guidance **in full** regardless of process or method, and must be evident to the assessor and internal/external verifier. Where any particular equipment has been used to complete an activity, this should be clearly noted in the portfolio.

Other languages

Portfolio evidence must be presented in English, Welsh or Irish (Gaeilge) although other modern languages may be used in the course of practising and developing skills. With the exception of Communication, evidence gathering activities for key skills may involve the use of other languages, although any evidence submitted for assessment must be accessible to the assessor and internal/external verifier. Candidates must be able to operate competently through the medium of one of the three permitted languages.

Access arrangements for the tests[†]

Where adjustments are required for accessing the tests, permission should be sought from City & Guilds as appropriate. Details of the procedural arrangements and forms to complete are set out in Access to Assessment and Qualifications, although relevant forms contained within the Joint Council for Qualifications (JCQ) document **Access Arrangements and Special Consideration – Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations** may alternatively be used.

In summary, the following arrangements can be **considered** for each key skill:

[†]Note tests are not required for certification in Wales where candidates are working to the 2004 key skills standards.

Communication test

Access arrangement	Notes
extra time	normally 25%, though permission can be sought for more if circumstances warrant
Braille and enlarged print papers	
scribe (amanuensis)	appropriate for level 1-2 since these tests are multiple choice; candidates need to self-generate responses for level 3-4
word processor	any grammar or spell check facilities must be switched off
transcript	

Application of Number test

Access arrangement	Notes
extra time	normally 25%, though permission can be sought for more if circumstances warrant
BSL communicator	candidates need to write responses for level 3-4
Braille and enlarged print papers	
scribe (amanuensis)	
reader	
word processor	
large size scientific calculator	applies to level 3-4 only
transcript	

Information and Communication Technology test

Access arrangement	Notes
extra time	normally 25%, though permission can be sought for more if circumstances warrant
BSL communicator	
Braille and enlarged print papers	
scribe (amanuensis)	appropriate for level 1-2 since these tests are multiple choice; the level 3-4 tests consist of computer-based tasks which must be independently carried out by the candidate
reader	
word processor	permissible for recording level 1-2 multiple choice responses; for level 3-4 all candidates need access to word processing, spreadsheet and database software.

Candidates may in any event have access to a BSL communicator to explain test rubric (ie how long the test lasts, what equipment is allowed, etc).

Summary details about the procedures for notification and applying for permissions can be found in the **Key skills tests** section of this centre guide.

Portfolio assessment

Definition of a portfolio

The portfolio is the term given to the collection of evidence that meets the requirements laid down in Part B of the relevant key skills standard. Evidence does not have to be presented in a pre-set format and may be of many types and from diverse sources.

Evidence does not have to come from candidates' education and training programmes but can be drawn from any area of their life, be it study, employment or leisure activities. Full guidance on suitable forms of evidence is set out in the key skills guidance documents, and may include any of the following types of evidence based on fitness for purpose.

Types of evidence

Produced by the candidate

Paper-based (textual)	Audio and visual	Artefact
report	recorded discussion	Product
essay	recorded presentation	model
notes	recorded interview	sculpture
letter	graph/chart	display
log	diagram	exhibition
diary	picture	
story	poster	
questionnaire	map	
newspaper	photograph	

Supplemented by evidence produced by witnesses or assessor

Paper-based (textual)	Audio and visual
witness testimony assessor annotation	audio tape of assessor commentary audio or videotape of activity recorded by assessor*

A summary of how a portfolio may be structured is on the following page.

Portfolio evidence need not be physically held in one location, although the location of each item of evidence must be clearly recorded and referenced to the relevant component and sub-component within the standard. All evidence must be readily accessible to the internal and external verifier. The City & Guilds key skills logbooks enable evidence to be properly tracked and referenced, although any similar centre-devised recording documentation may be used instead provided this is agreed **in advance** with the external verifier.

* Since video or audio taped evidence is likely to relate to several candidates, it is recommended that each candidate should be provided with individual notes on his/her performance.

A suggested portfolio structure

General background information

Background details

Name of candidate
City & Guilds enrolment number
Name of centre
Centre number
Key skill(s) and level(s) targeted
Start date for the programme

Summary of relevant qualifications

Previous relevant qualifications
Endorsed copy of certificate(s) for any valid proxy qualification(s)[†]

People involved in the assessment process

List of assessors
Other witnesses or referees with sample signatures

List of key skills qualifications already achieved

Portfolio details
Description of referencing system
Relationship of logbook coding to evidence

Evidence (clearly cross-referenced to the Part B evidence record in the logbook)

Paper-based
Audio and visual recordings
Artefacts
Assignments or short tasks (where appropriate)

Example portfolios

The regulatory authorities have published examples of evidence that meet the standard for each of the key skills qualifications at level 1-3. These can be obtained from www.qca.org.uk/keyskills or from QCA Publications.

The examples were produced in consultation with all of the major key skills awarding bodies and are intended to reflect the minimum standard required. They are not intended to be 'perfect specimens' and in each case examples of possible improvements are given. The examples include a range of different learning contexts, although each portfolio is free-standing and has been assessed against only one key skill.

[†] See note about arrangements for recording and claiming proxy exemption in **Preparing candidates for assessment** section of this centre guide.

The examples produced for Communication, Application of Number and Information Technology are based on the 2000 key skills specifications, although commentaries are available mapping each portfolio to the 2004 standards. The examples produced for Working With Others, Improving Own Learning and Performance and Problem Solving are based on the 2004 standards.

We would strongly encourage key skills assessors, internal verifiers and co-ordinators to make use of these examples as they provide an invaluable guide to the expected standard.

Roles of assessors and candidates

All judgements about the standard of evidence in candidates' portfolios must be carried out by a suitably competent person. Normally it will be carried out by the candidate's own tutor(s)/trainer(s), but employers, vocational tutors, work associates may also provide evidence as long as they have an appropriate level of competence in the skills being assessed.

Candidates should be involved in designing their own programmes and be fully aware of what they are required to produce, particularly above level 1.

Assessors should not compare one candidate's performance with another's. All judgements must be made against the assessment criteria. All assessors must have a common understanding of the standards and expectations appropriate to each level.

The role of the assessor

The assessor (who may or may not be the candidate's regular tutor/supervisor) is responsible for:

- ensuring that each candidate is fully briefed on the assessment process
- agreeing an assessment action plan with each candidate
- assessing the candidate's evidence in line with the standards and guidance
- providing each candidate with prompt, accurate and constructive feedback
- identifying any supplementary evidence if a candidate has failed to meet fully the requirements at the first attempt
- keeping accurate and legible records
- meeting regularly with the internal verifier and other assessors to monitor, agree and maintain standards.

Assessing evidence

Once the evidence has been collected and organised in the portfolio, it must be closely checked by the assessor to ensure that it meets the requirements set out in the standards and guidance documents.

Successful performance requires that:

- candidates meet **all** the requirements of Part B of the standard
- the standard of work reflects the expectations indicated in Part A of the standard
- where necessary, candidates meet all the assessment criteria in any **one** activity
- in any group project (as in individual tasks), **each** candidate independently meets the criteria.

Internal verifiers are responsible for checking that assessment is consistent across all assessors throughout the centre. External verifiers appointed by City & Guilds will visit centres and carry out remote monitoring to ensure that procedures are in place and functioning correctly. See the **Verification** section of this centre guide for more details about this process.

Sufficiency of evidence

When a portfolio of evidence is being assessed, the assessor has to judge when sufficient evidence has been accumulated to show that the assessment requirements have been met. The candidate must meet all of the assessment criteria for Part B, including any requirement to carry through an activity across more than one component.

The terms ‘substantial’ and ‘complex’ are less widely used in the 2004 key skills standards than they were in the 2000 specifications, although careful attention nevertheless needs to be paid to ensuring candidates produce evidence that is of sufficient breadth and scope to meet the criteria in full.

Authenticity of evidence

It is the assessor’s responsibility to check that the evidence produced is **authentic**. In some cases, this will be very straightforward. The assessor may have observed the activity being undertaken and be in no doubt that it was that candidate’s work. If, however, the work was done at home or while out of the centre, further checks will be necessary such as questioning the candidate on the contents of the work and how s/he went about producing it. Experienced assessors will be familiar with this but will nevertheless need to make a record of how they have satisfied themselves of authenticity. Very often, the assessor will be satisfied by asking a few questions related to the work in hand, such as:

- Why did you use this procedure?
- Where did you find this piece of information?
- What did your customer say when you explained that point to them?
- If you were in a similar situation again, what would you do?

These questions will also reinforce the learning that has taken place and allow the assessor to decide whether further evidence is required.

If the activity was carried out in the presence of a third party, that person’s views can be sought. This evidence is known as **witness testimony**. Care must be taken, however, to ensure that these witnesses are not being asked to make decisions beyond the scope of their competence. Witnesses do not make assessment decisions but testify to a candidate’s performance (further guidance for this can be found in the **Joint Awarding Bodies’ Internal Verification of NVQs** document – see **Appendix I** of this centre guide). A

checklist provided by the assessor to the third party in advance may assist this process. This checklist must relate directly to criteria being assessed. A form suitable for recording witness testimonies can be found in **Appendix VI** of this centre guide).

While the comments from fellow candidates may be helpful – for example, in contributing towards evidence for Working With Others – it is the assessor who has to interpret these comments and make sure that the final judgements are based on the application of the assessment criteria.

Candidate independence

Independent performance requires attention to the distinction between **teaching** and **assessment**. Candidates may of course be given help and practice in drafting and correcting work in the learning process, but must meet the assessment criteria independently to be credited with success. Candidates are expected to show an increasing degree of independence and personal initiative as they progress through the key skill levels. This has implications for the design of learning tasks and assignments.

Above level 1, these should become progressively less prescriptive. Assessors should consult the key skills standards and guidance about where and how ICT equipment can be used.

Validity of evidence

Evidence is valid when it relates to what is to be assessed. Validity is therefore very closely related to assessment planning. An activity should be planned which will allow the assessment criteria to be met, and a single form of evidence may often need to be supplemented. After assessing a candidate by direct observation, an assessor may supplement this evidence by asking questions. On other occasions, a few written notes by the candidate of the processes which have been followed will show whether the evidence is valid.

All observation statements must focus on the assessment criteria. For example, when providing observation testimony about a candidate's oral skills in presentations or discussions, the assessor must provide a clear record of how and to what extent the associated assessment criteria have been achieved. This will necessarily involve giving some examples.

Where oral questioning occurs, the assessor must provide a record for the candidate's portfolio of the questions asked and the responses given. It may therefore sometimes be more efficient to produce primary evidence than to record oral questioning.

Candidate support

As the evidence accumulates, it is important that candidates have opportunities to talk with a person who acts as mentor, so that the evidence can be reviewed and areas of strength or weakness identified. Wherever possible, candidates should be encouraged to take responsibility for assembling their own evidence with the support of a mentor, making a plan for their future assessments. This support must not be confused with assistance in meeting the criteria, the candidate must meet all criteria independently.

Verification

The role of the internal verifier

Internal verifiers are responsible for ensuring that:

- all assessors consistently and accurately interpret and apply the key skills standards as defined by the guidance documents
- all candidates' achievement records meet City & Guilds' requirements
- the assessor receives prompt, accurate and constructive feedback
- all prospective claims for proxy exemption are checked and accurate records kept.

The internal verification process

The internal verification process requires internal verifiers and/or the key skills co-ordinator to:

- plan an overall sampling strategy
- provide and maintain a sampling matrix covering the work of every assessor, and a sufficient range of candidates
- verify any proposed activities/assignments for potential reliability for achieving the required key learning outcomes
- examine a sample of assessment plans from every assessor
- observe examples of assessments taking place involving every assessor
- check the judgements being made by individual assessors
- check that all assessors are making consistent judgements, in line with the standards and guidance
- ensure that logbooks are accurately completed, and that all evidence is clearly cross-referenced to the relevant assessment criteria and component
- check that the evidence is clearly organised, and ready for the external verifier.

This process will require opportunities for assessors to meet to exchange work under the guidance of the internal verifier. Records must be kept of these meetings.

At all stages of the internal verification process feedback must be given to assessors. Names of those responsible for assessment must be attached to evidence. When the internal verifier samples a particular piece of work this should be indicated on the work and in the logbook.

Where there is more than one key skills internal verifier within the centre (eg in very large centres) all internal verifiers must work closely with the key skills co-ordinator to ensure consistency throughout the centre. The role of internal verifier might otherwise be combined with that of key skills co-ordinator.

The internal verifier is also responsible for checking and maintaining records of all prospective proxy exemption claims, and must be familiar with the required procedures (see **Preparing candidates for assessment** section of this centre guide).

Record forms to assist with the process of internal verification can be found in **Appendix VI** of this centre guide.

Further details about the internal verification process can be found in the City & Guilds documents **Ensuring Quality** Edition 12 and all subsequent editions. The internal verifier's sampling strategy must conform to CAMERA criteria (see **Ensuring Quality**).

Purpose of external verification

City & Guilds uses a process of external verification to quality assure the internal assessment of key skills. The process is based on the **NVQ Code of Practice** with the following caveats:

- the 'ten week rule' minimum period between registration and certification does **not** apply to key skills
- key skills assessors and internal verifiers are **not** required to hold either the 'old' or 'new' NVQ assessor/verifier units.

The purpose of external verification is to confirm and validate the effectiveness of the centre's quality assurance processes and ability to maintain the qualifications' standards. External verifiers do this by carrying out a detailed quality audit covering both systems and the standards of portfolio work.

The right to claim portfolio completion, and ultimately certification, is subject to continued maintenance of the expected standards.

The role of the external verifier

The key skills external verifier is appointed by City & Guilds, and will have an appropriate level of key skills knowledge and experience. External verifiers are responsible for:

- making approval visits/recommendations to confirm that prospective centres can satisfy the approval criteria
- ensuring that internal verifiers are undertaking their duties satisfactorily
- monitoring internal quality assurance systems and sampling assessment activities, methods and records
- providing prompt, accurate and constructive feedback to all relevant parties on the operation of the centre's assessment systems
- maintaining records of centre visits and making these available for auditing purposes
- promoting best practice
- helping centres to develop internal assessment and evidence evaluation systems that are fair, reliable, accessible and non-discriminatory
- acting as a source of advice and support.

The external verifier will:

- Carry out a detailed review of the overall management and quality assurance procedures and processes of the centre. Each monitoring visit involves a check on the reliability of these systems.
- Sample the work of each internal verifier, assessor and as many candidates as possible over time.
- Send a detailed report on each visit to City & Guilds. This report will provide an overall grading of the effectiveness of the quality assurance systems and standards of key skills evidence.

- Provide the centre with developmental action points required to maintain centre and scheme approval.
- Check the validity of any proposed claims for proxy exemption.

Above all the external verifier is responsible for ensuring the centre's management and quality assurance of key skills is such as to warrant continued scheme approval and certification status.

To carry out their quality assurance role, external verifiers must have appropriate qualifications and/or expertise covering both the key skills and verification process. City & Guilds' external verifiers attend regular training and development designed to keep them up-to-date, to facilitate standardisation between external verifiers and to share good practice.

Although the key skills are often delivered alongside other qualifications, it should always be remembered that each key skill is a nationally recognised qualification in its own right. Assessing and verifying key skills evidence **must** be a discrete activity, entirely distinct from the process of determining whether the assessment criteria for an NVQ or other qualification has been met. Accordingly, external verification of key skills cannot be 'tacked on' to the process of verifying other City & Guilds qualifications; key skills will normally be covered by a different external verifier since this requires particular specialist knowledge.

Visit planning

Visit planning is an essential part of the verification process, both in terms of assisting the external verifier to carry out effective and efficient visits and in preparing the centre for what to expect. The following procedure must be followed prior to each visit:

Day 1	External verifier contacts centre to arrange visit – must be at least 30 working days prior to proposed visit date within five working days
Day 6	External verifier sends confirmation form (Form EVC) to centre, confirming date and requirements within ten working days
Day 16	Centre sends pre-visit information to external verifier – must be at least 15 working days prior to visit date within five working days
Day 21	External verifier receives pre-visit information, completes and sends visit planner (Form VPR) to centre

It is very important that these timescales are adhered to. At least six weeks must be allowed for the visit planning procedures. This will allow time, if necessary, for the centre or external verifier to raise and resolve any queries.

Where centres have a relatively small number of candidates it is important to make sure verification takes place at a suitable time to enable proper sampling of completed portfolios.

The number of monitoring visits each centre receives is determined by the local City & Guilds regional/national office in consultation with the external verifier. A number of factors are taken into account, including:

- number of candidates registered for key skills
- number of assessors, internal verifiers and assessment locations
- the centre's past grading and whether any action points are outstanding.

The following table indicates the typical pattern of visit allocation:

Number of candidates registered	Likely number of visits
1-9	1 (timed to match completion of portfolios)
10-19	1 plus remote monitoring
20-99	2 visits (plus remote monitoring if necessary)
100-199	2 visits plus remote monitoring
200-299	3 visits
300-399	4 visits
400+	5 visits

Face-to-face visits are sometimes supplemented by remote monitoring (telephone or desk-based), although the external verifier must be able to access all of the sites/locations and assessors involved in delivery of key skills.

Any additional visits, for whatever purpose, over and above the centre's allocation must be agreed with the local City & Guilds regional/national office and may be subject to a charge.

Process of external verification

During the visit, the external verifier will:

- use candidate records to select portfolios for sampling
- use candidate records to identify and locate the evidence for specific components and assessment criteria
- sample the evidence in the portfolios in order to confirm standards have been met
- meet some candidates, where feasible
- observe teaching of underpinning knowledge and skills
- observe internal verifiers giving developmental feedback to assessors

For any key skill, the external verifier will expect to find:

- valid, reliable, sufficient and current evidence for all of the assessment criteria. The evidence must be fit for purpose
- that all evidence in the portfolio is authentic and represents independent achievement by the candidate. The product of any group work must be clearly identified. Where candidates have carried out group research, the information must be then worked on individually.

Problems will arise if:

- internal verification records are missing
- assessment records are missing
- evidence is missing or incomplete
- evidence produced is not clearly linked to the respective component and/or sub-component
- there are any doubts as to the authenticity of evidence
- evidence is presented which had not been assessed or been through the internal verification process.

External verification is most likely to be successful when:

- centres have an established and regular system of internal verification, involving the checking of assessment plans and sampling of candidate work, with constructive feedback to assessors and candidates which is duly acted upon
- when all proposed assessment activities have been verified beforehand for their potential validity and reliability
- centres have standardised their assessment policy across **all** key skill assessors to ensure a common understanding of the standards and guidance
- candidate records are such that the evidence relating to specific aspects of the standards and guidance can be rapidly located and examined; this will involve clear cross-referencing of logbooks to portfolios and would be further assisted by annotation of the portfolio evidence itself.

During the visit, the external verifier will require access to:

- the key skills co-ordinator, internal verifier(s) and assessors
- a complete record of all completed key skills portfolios which have been assessed and internally verified
- portfolios of all candidates for whom the centre intends to seek certification (or for which certification has been claimed since the last visit), including the means of accessing items such as videotapes, cassettes, computer records, etc. The external verifier will specify some candidates in advance on Form VPR
- logbooks (or other agreed recording systems) which will allow the external verifier to find the evidence rapidly
- a record of which assessors have been responsible for which candidates
- assessor feedback to candidates
- internal verification sampling plan (this should include dates, times and notes of meetings held), sampling matrix and feedback to individual assessors
- a record of which internal verifier (if more than one within the centre) has been responsible for each assessor
- evidence of any proxy qualifications being claimed

- up to date records of registered candidates with City & Guilds enrolment numbers (ENRs) and appropriate dates, along with assessor details (candidates **must** be registered with City & Guilds for key skills at or close to the beginning of their programme)
- details of any new staff appointed since the last visit or since scheme approval.

The external verifier will also make a random sample of candidates not specified on Form VPR and will expect to cross-reference all evidence against centre records. Plans for future monitoring of assessors should also be available.

A report on the visit will be made to City & Guilds and a copy will be signed and retained by the centre. This report summarises the external verifier's findings, and sets negotiated action points for the continued development of teaching and learning programmes, and quality assurance processes.

Sanctions for non-compliance

Where the external verifier is not satisfied that the centre is meeting the conditions of scheme approval, the NVQ Code of Practice tariff of sanctions will be applied. These are as follows:

Tariff/level of transgression	Sanction	Rationale
1	Entry in action plan	Non-compliance with approved centre criteria but not a threat to the integrity of assessment decisions
2	Removal of direct claims status, ie claims for certification must be authorised by the external verifier	Close scrutiny of the integrity of assessment decisions required
3	a Suspension of registration b Suspension of certification	a Threat to candidates b Loss of the integrity of assessment decisions – danger of invalid claims for certification
4	Withdrawal of scheme approval for key skills	Irretrievable breakdown in management and quality assurance of key skills
5	Withdrawal of approval for all verified assessments within the centre	Irretrievable breakdown in management and quality assurance of all verified assessments run by the centre

Appeals procedures

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the key skills co-ordinator or head of centre and made available to the external verifier or City & Guilds.

The procedure must be in place for candidates before the centre starts to deliver key skills. The centre's internal appeals procedure should not be confused with the separate procedures that exist for asking City & Guilds to review a candidate's key skills test result (see **Key skills tests** section of this centre guide).

Further information on appeals is given in **Providing City & Guilds qualifications** (see **Appendix I** of this centre guide). There is also appeals information for centres and learners on City & Guilds' main website or from our Customer Contact centre.

Equal opportunities

Assessors should bear in mind the requirements of a multi-racial and multi-cultural society. In addition, situations or tasks which explicitly or implicitly encourage sexual, racial or cultural stereotyping or discrimination must be avoided. Assessors should be sensitive to language diversity and use it positively where possible.

External verifiers will require evidence of the equal opportunity policy of a centre, and that it is being implemented, and regularly reviewed.

Certification and direct claims status

Where successful external verification monitoring has taken place, the centre will be able to submit claims for portfolio completion. Claims may be made for candidates who complete their programmes after the external verifier's visit, provided that their work has been subject to the supervision of an internal verifier whose work was sampled at the time of the visit. This is known as direct claims status.

Direct claims status allows for certification as soon as a portfolio has been assessed and internally verified. Provided the external verifier is satisfied with the centre's assessment and quality assurance processes, portfolios completed and internally verified between external verification visits can be claimed on an 'as and when' basis.

Where direct claims status has been withdrawn (ie as a result of a level 2 sanction) centres will only be able to submit claims for specific groups of candidates where the external verifier has given express permission.

If it is not possible for the external verifier to agree the achievement of candidates as claimed, City & Guilds will not allow certification of any candidates until a successful further external verification has occurred. External verifiers will not be 'passing' or 'failing' individual candidates or the work of individual assessors but making a judgement about the reliability of the quality assurance system across the centre as a whole.

Note that for the key skills of Communication, Application of Number and Information and Communication Technology*, candidates are required to complete both the test and portfolio components before certification takes place.

* Except in Wales if working to the 2004 key skills standards.

Record keeping

Forms for record keeping

A key skills logbook or similar must be maintained for each candidate. Any documentation other than the standard City & Guilds logbook (eg if electronic portfolios are being used) must be agreed in advance with the external verifier. The referencing must clearly link the evidence to each of the assessment criteria to aid rapid location during the internal and external verification process. Assessor notes of evidence must be kept where the candidate's written evidence is insufficient to demonstrate complete achievement of the requirements of the evidence. These notes must record:

- details of the activities undertaken
- how the evidence meets the assessment criteria.

A set of recording forms can be found in **Appendix VI** of this centre guide.

Retention of evidence and records

Centres must retain candidates' portfolios until the next visit **after** certification has taken place (so the external verifier can if necessary include in the sample). The portfolio belongs to the candidate rather than the centre, so should be returned once the visit after certification has taken place. However, centres are advised to have their own clear policy and procedures for any evidence of a confidential nature, as in some instances there may be legitimate reasons for the centre not wanting sensitive information to leave its premises.

The NVQ Code of Practice requires centres to retain records of all assessment and internal verification to enable an audit trail to be carried out for at least three years. Where a candidate does not collect his/her portfolio, the centre should also keep this for at least three years before disposal.

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Key skills tests

The key skills of Communication, Application of Number and Information and Communication Technology each require candidates to complete an external assessment* as well as a portfolio. The test complements and supports the portfolio, and is primarily concerned with assessing Part A of the standard.

Format of the tests

The format of the tests is as follows:

- level 1-2 tests consist of 40 multiple choice questions, available either on paper or online (on-screen)
- level 3-4 tests for Application of Number and Communication consist of short and extended questions requiring written answers, whereas the Information and Communication Technology tests consist of a series of tasks completed using a personal computer.

The regulatory authorities oversee production of the key skills tests, and all accredited key skills awarding bodies use the same bank of tests.

The key skills tests at level 1 and level 2 in Communication and Application of Number also act as the national tests for the Certificates in Adult Literacy and Adult Numeracy (City & Guilds scheme 3792) as well as the reading mode within the Certificate in ESOL Skills for Life (scheme 3692).

Assessment of the tests

Candidate responses to the level 1-2 multiple choice tests are marked electronically, whereas each level 3-4 script is marked by a specialist marker appointed by City & Guilds.

The tests are graded either ‘pass’ or ‘fail’. The pass marks for each test are agreed jointly by City & Guilds and the other accredited key skills awarding bodies. They are adjusted to take into account the relative accessibility and difficulty of each paper, although the tests typically have pass thresholds within the following ranges:

Communication

Level 1	25-28 marks out of 40
Level 2	25-28 marks out of 40
Level 3-4	27-32 marks out of 50

Application of Number

Level 1	22-25 marks out of 40
Level 2	19-22 marks out of 40
Level 3-4	19-24 marks out of 50

* Except in Wales if working to the 2004 key skills standards.

Information and Communication Technology

Level 1	27-30 marks out of 40
Level 2	27-30 marks out of 40
Level 3-4	31-36 marks out of 50

There are no restrictions on the number of times a candidate may sit any of the tests at a given level, nor a minimum period after registering for key skills before candidates can first take a test. Nevertheless, candidates should not attempt tests until their assessor/tutor is confident they are able to meet the necessary standard.

Availability of tests

Fixed-date paper tests

The dates for test opportunities are set out in the City & Guilds Directory, and are in line with a set of permitted test dates determined by all key skills awarding bodies in consultation with the regulatory authorities. All tests **must** take place on the specified date or range of dates.

Online testing

The level 1-2 key skills tests are also available as online (on-screen) tests, delivered using City & Guilds' Global Online Assessment (GOLA) testing system. These tests have the following advantages:

- tests can be scheduled for any time (day or night) with as little as 24 hours' notice
- provisional results are available as soon a test has been completed
- performance feedback available for most tests
- lower fees per test, and no charge for 'no shows'
- the GOLA system can also be used to carry out e-assessments for other City & Guilds qualifications, including many technical certificates.

More information about installing and using GOLA is available at www.city-and-guilds.co.uk/gola.

Preparing for the tests

Inadequate preparation is the most common reason why candidates are not successful in the key skills tests, and the importance of ensuring candidates are familiar with what they are likely to face when attempting a test cannot be emphasised too strongly.

The regulatory authorities have published the specifications for each key skills test at all four levels. These can be obtained from www.qca.org.uk/keyskills.

The regulatory authorities also allow some past tests to be used as example tests (these are available from our **key-skills.org** site along with mark schemes and answer keys). We strongly recommend the use of these when preparing candidates for the tests.

Centres may retain only copies of the permitted example level 1-2 tests – all copies of any other level 1-2 key skills question papers **must** be destroyed or returned to City & Guilds immediately after use. Copies of past level 3-4 tests may be retained, and mark schemes are available for these.

Candidates should understand that the tests are not ‘end tests’ but an integral part of their ongoing learning and assessment. Learning programmes must allow candidates adequate time to acquire and build confidence in the skills required to cover the whole of Part A of the standard.

Since the key skills are designed to measure candidates’ transferable skills, the tests are designed to include questions based on a wide range of different work and life contexts. When preparing for the tests it is important that candidates look beyond their immediate work or learning situation and to skills they might need in future employment and life.

Candidates should not be entered for the tests until their tutor/assessor is satisfied that they are capable of meeting all of what Part A requires. It is bad assessment practice to ‘sheep dip’ candidates through the tests and any centre that does not give proper individual attention to the preparedness of each candidate should not be surprised by poor success rates. Centres are strongly encouraged to take advantage of all the available test opportunities, and in particular the flexibility offered by online testing, to ensure candidates only take tests once they are ready.

Conducting the tests

Although centres should consult the City & Guilds Conduct of Examinations Regulations (which can be found in the City & Guilds Directory) for best practice guidance, it should be noted that the key skills tests may be run under **supervised** rather than necessarily invigilated conditions.

Many candidates, particularly those with no recent experience (or only bad experience) of exams, may be wary about taking the key skills tests, and it is important to set candidates at ease as far as possible. It is nevertheless important that centres fully understand their obligations in ensuring that tests are conducted properly, and that all possible steps are taken to ensure the integrity and security of the assessment is maintained. The following sets out what is required to run the key skills tests successfully:

Safe custody of question papers and other materials

City & Guilds will send out sufficient test papers and related materials for the number of candidates entered. These materials must be checked carefully on receipt and our Customer Contact centre (telephone 020 7294 2787) notified immediately if there are any problems, eg:

- if there are any discrepancies between the material received and the advice note
- if the material received appears not to meet the centre’s requirements
- if the material has been significantly damaged in transit
- there appears to have been any possible breach of security whilst the material was in transit.

The key skills co-ordinator is responsible (with the centre’s examinations co-ordinator where applicable) for ensuring the question papers are locked away in a place of high security.

City & Guilds must be informed immediately if the security of the question papers has been put at risk by fire, theft, loss, damage, unauthorised disclosure or any other circumstances.

The question papers are delivered in sealed packets which should only be opened in front of candidates immediately before they are due to begin the test. Where it is necessary to transport papers to multiple sites/locations, or where candidates are taking tests at different times, the key skills co-ordinator is responsible for ensuring the security and integrity of the test is maintained throughout (further question paper packets can be requested if necessary). If the tests are taking place on more than one site, the key skills co-ordinator is responsible for ensuring that the correct number of question papers and supporting materials are delivered to each site.

Only persons authorised by the key skills co-ordinator may have access to the question papers.

Scheduling the tests

Paper tests may start at any time between 00:01 and 23:59 on the date(s) permitted and candidates need not all take the test at the same time. However, the Invigilation Certificate/Marksheet (ICM) must be used to record when each candidate started and finished the test, and where there is a possibility that candidates taking tests at different times might come into contact with one another, a Confidentiality Declaration form (see **Appendix III** of this centre guide) **must** be completed and signed by all of the candidates concerned. This form should be returned with the completed ICM.

Paper tests may only take place on the permitted date(s) save in exceptional circumstances where City & Guilds has given express permission. Centres needing greater flexibility over test scheduling are urged to consider online testing as an alternative.

For online tests, a start-time needs to be specified when each test is scheduled although it is possible to unlock and use the test up to one hour before or four hours after this time. Scheduling can be done as little as 24 hours before the test takes place.

The key skills co-ordinator must take all reasonable steps to eliminate the risk of collusion between candidates taking the same paper test at different times during the day (or across the three-day ‘window’ in the case of level 3-4 Information and Communication Technology), nor between candidates and anybody else with or without access to the test papers. The Confidentiality Declaration form is one way of emphasising the importance of this to candidates.

Candidates may only take the same test once during each paper test opportunity; for online tests any candidates who are unsuccessful in a test must wait at least **seven days** before they can re-sit.

Resources for tests

The key skills co-ordinator is responsible for ensuring candidates have or are provided with any equipment required to take the test, as well as for taking all reasonable steps to prevent candidates from having access to any unauthorised equipment or resources.

Candidates should only have access to items specified on the front page of the question paper, and must not have access to anything that could compromise the integrity of the test. The requirements for each paper (correct as of February 2005) are as follows:

All items marked or must be available for candidates' use during the test.

	Application of Number				Communication				Information and Communication Technology			
	Level				Level				Level			
	1	2	3	4	1	2	3	4	1	2	3	4
Length of test	1¼ hrs	1¼ hrs	1½ hrs	2½ hrs	1hr	1hr	1½ hrs	2½ hrs	1hr	1hr	1½ hrs	2½ hrs
Invigilation Certificate/Marksheet (ICM)	<input checked="" type="checkbox"/> pink	<input checked="" type="checkbox"/> pink	<input checked="" type="checkbox"/> brown	<input checked="" type="checkbox"/> brown	<input checked="" type="checkbox"/> pink	<input checked="" type="checkbox"/> pink	<input checked="" type="checkbox"/> brown	<input checked="" type="checkbox"/> brown	<input checked="" type="checkbox"/> pink	<input checked="" type="checkbox"/> pink	<input checked="" type="checkbox"/> brown	<input checked="" type="checkbox"/> brown
Question paper	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Source booklet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple Answer (MA) sheet	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answer book(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cover sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2mm/5mm graph paper	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pen(s) with black/blue ink	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eraser	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruler marked with mm/cm	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to a personal computer with appropriate software and a printer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
QCA data files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Internet access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other electronic devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text books or similar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key: - supplied by City & Guilds

- must be available for use

± - not required to complete the test successfully

✗ - must not be used

⇔ - candidates may use a bilingual dictionary if required for the Application of Number and Information and Communication Technology tests.

Candidates must be informed that possessing any unauthorised equipment or resources during a test, whether intended for use or not, may result in disqualification. In particular, candidates **must** be instructed to switch off any mobile phones and place them well out of reach before the test begins.

Candidates should be made aware that the question paper and/or answer book may be used for any rough notes. No additional loose paper may be provided to candidates and candidates **must not** under any circumstances take any work or notes away with them after the test.

Candidates taking the level 1-2 paper tests are each supplied with a personalised pre-printed Multiple Answer (MA) sheet.

- Since these sheets are scanned, the completion instructions must be followed precisely (note a **pen** with blue or black ink should be used, rather than pencil).
- It is essential that candidates complete and see only their own pre-printed MA sheet, and on no account may candidates be substituted.
- Candidates must use the correct MA sheet for the correct test. Pre-printed information on MA sheets must not be amended.

The MA sheet has spaces for 100 answers, although since the key skills tests have only 40 questions candidates should be advised only to complete only the boxes numbered 1-40. Candidates should fill in the shape under the letter they think is correct like this:

1	a	b	c	d
---	---	---	---	---

If they change their mind they can cancel their answer by filling in the lower half of the box like this 

Candidates cannot go back to their first choice.

City & Guilds answer books are supplied for the level 3-4 Communication and Application of Number tests (a cover sheet is instead provided for the Information and Communication Technology test). Together with the question paper, this is the only paper candidates should have access to during the test. Graph paper is also provided for level 3-4 Application of Number tests.

Everything written by candidates whilst taking the test (including rough notes) **must** be handed in. Candidates may use their question paper for rough notes, although this should also be handed in and attached to the answer book

If candidates require any extra paper during the test, they should be given another answer book rather than any loose paper. They must complete their personal details in the spaces provided in every answer book they use.

In addition to the question paper and MA/answer book/cover sheet, a number of other documents are issued when test entries are accepted. Most significant of these is the Invigilation Certificate/Marksheet (ICM).

The ICM serves as an attendance list and must be completed and signed to ensure all of the candidates who take the test receive a result. The time and date that **each candidate**

takes the test must also be recorded on the ICM. Individual Timetables (ITTs) are also issued so candidates can be given confirmation of the entry/entries made on their behalf.

Where a test may take place over a range of dates (eg for level 3-4 Information and Communication Technology), the first day of the window will be the date that will appear on the ICM and ITT although the test itself may take place on any of the dates shown on the question paper.

Additional guidance – level 3-4 Application of Number tests

Candidates must have access to a non-programmable scientific calculator for the level 3-4 Application of Number tests. Specifications must be as follows:

Required functions

- Add, subtract, multiply, divide
- p
- brackets
- Square, square root
- Nth power and root
- Reciprocal
- Sin, Cos, Tan and their inverses
- Degrees and radians
- Logarithms and exponential
- Factorial
- nC_r
- standard deviation
- Sign change
- Memory
- Execute/enter
- Cancel
- clear all
- Standard index notation

Functions which are not permitted

- Graph plotting
- Symbolic manipulation
- Memory capable of storing formulae
- Memory capable of storing expressions
- Equation solving
- Numerical integration
- Complex numbers
- Vector and Matrix handling

Candidates taking level 3-4 Application of Number tests also need access to 2mm/5mm graph paper. Graph paper is supplied with the question papers and answer books, although the test supervisor must ensure this is given to candidates. Candidates **must** complete their personal details on every sheet of graph paper they use.

Additional guidance – level 3-4 Information and Communication Technology tests

The level 3-4 Information and Communication Technology tests require candidates to complete a number of tasks using a personal computer. Each candidate must have access to an individual workstation (stand-alone or networked) connected to a printer within the same room or at least in a location where the candidate can access his/her work without leaving a supervised environment.

Appropriate industry standard word-processing, spreadsheet and database software (eg Microsoft Office or similar) must be installed. Such software must be capable of performing relevant functions required by the level 3-4 key skills standards.

Candidates must have access to a series of data files during the tests.

- The files must be downloaded from the QCA website - www.qca.org.uk/keysheets
- The key skills co-ordinator must ensure **all** of the files have been downloaded and stored locally as read-only files (preferably in sub-folders that follow the same names as

the ‘scenarios’ on the website) well before any tests take place. The file names or format must **not** under any circumstances be changed.

- The files required for all of the tests over the forthcoming year are uploaded to the QCA website each autumn and the most up to date set of files **must** be used (with any older files discarded or archived).
- Candidates need access to the **full** set of data files from early in their programmes to give sufficient opportunity for them to practise their skills and to become familiar with importing data of this type into appropriate applications.
- Guidance on how to import or use the data files must not under any circumstances be given whilst a test is in progress.

More detailed guidance on downloading and using the files can be found alongside the files on the QCA website.

The key skills co-ordinator is responsible for ensuring that any equipment and software used during the tests is fit for purpose and in working order. In particular all hardware and software must be checked before use by a competent person.

Candidates must not be able to access any other candidate’s work. Particular care should be taken where networked workstations are used to prevent work being accessible via shared folders. Candidates must not be able to access email or the internet whilst a test is in progress.

Candidates are required to evidence the tasks completed during the test by submitting a range of printed hard copies. Candidates must authenticate every page of work submitted by including their personal details on a footer (if this is not possible the candidate may hand-write these onto each sheet, if necessary after the test has finished).

Supervisors should be aware that work may need to be printed out outside the time allowed for the test. Candidates should be allowed to do so, though must be supervised at all times.

Candidates should not submit work on floppy disk or any other electronic media as this will not be considered. All files created and saved during a test must be erased once the test has been completed.

Where workstations are networked, it may not be possible to avoid a group of candidates having to share access to a printer. However, access to the printer must be closely supervised to ensure candidates see only their own work.

It is advisable that supervisors have a reasonable level of IT competence, since they need to ensure candidates submit only their own work and need to be assured that candidates are not colluding in any way.

All printouts must be collected once the candidate has finished the test, including any sheets the candidate wishes to discard. Candidates should strike a line through any sheets they do not wish to be considered and the key skills co-ordinator must be assured that these are destroyed.

Any printouts the candidate wishes to submit should be securely attached to the cover sheet, preferably using a stapler or treasury tag. Personal details should be completed as instructed to ensure work is easily identifiable.

Accommodation

The key skills co-ordinator is responsible for ensuring all tests take place in a suitable venue whether on or off the centre's own premises. Tests may take place in any suitable venue where supervised conditions can be assured. This might include a workplace.

The venue must be free from extraneous noise and enable candidates to work without disturbance or interruption for the duration of the test. Any room used as a thoroughfare or where persons not directly concerned with the test may gain access may **not** be used.

The seating arrangements in the test room must be such as to prevent candidates from overlooking, intentionally or otherwise, the work of others, and with sufficient space to accommodate test papers, answer sheet/book(s) and any other required materials. Other tests may be held simultaneously in the same room provided no disturbance is caused.

Supervision arrangements

The tests must take place under supervised conditions, that is:

- candidates must be continually supervised by a reliable person
- all necessary facilities must be available to candidates
- any time restrictions must be complied with
- candidates' work must be independent and unaided.

The key skills co-ordinator must ensure that suitably informed and briefed adults carry out test supervision. The key skills co-ordinator should be fully aware of potential conflicts of interest between a candidate and supervisor and take all reasonable steps to prevent any such conflict.

Supervisors must give their whole attention to the proper conduct of the test for the whole of the time it is in progress, and there must be a sufficient number of supervisors in the room to monitor all of the candidates present. Good practice would have one supervisor responsible for no more than 30 candidates.

Where a test is being supervised by one person, s/he must be able to summon assistance easily without leaving the test room or disturbing the candidates.

Identifying candidates

The supervisor(s) must be satisfied as to the identity of every candidate attending each test.

All candidates must have been registered for key skills with City & Guilds and entered for the relevant test in advance. The ICM will list the candidates that have been successfully entered.

Persons present

Whilst the test is taking place, only the candidate(s) and supervisor(s) should be in the room.

Representatives from City & Guilds and the regulatory authorities reserve the right to observe the test provided candidates are not disturbed. Otherwise, only persons authorised by the key skills co-ordinator are to be allowed in the test room.

Starting the test

Before candidates are permitted to start work the supervisor must:

- ensure that candidates are seated in accordance with the ‘Accommodation’ section (above)
- inform the candidates they are now under supervised conditions
- advise candidates that any unauthorised material must be handed in
- check that candidates have all the necessary material to enable them to complete the test
- test papers should be held securely until immediately before the start of the test
- question paper packets should remain sealed so that they may be opened in the presence of the candidates
- it is the supervisor’s responsibility to report to the key skills co-ordinator any grounds for suspicion about the security of the test papers and where appropriate the key skills co-ordinator must immediately notify City & Guilds
- draw to the candidates’ attention the instructions printed on the front of the question paper including the time allowed, and ask them to check that they have been given the correct paper for the test they have been entered for
- ensure that details of any erratum notices are brought to the attention of candidates
- instruct candidates to ensure their personal details are recorded correctly
- remind candidates that they must follow the instructions on the front of the question paper detailing how to complete their multiple answer sheet or answer book/cover sheet
- level 1-2 candidates may use the question paper for any rough work
- level 3-4 candidates should show all rough working in their answer book(s) or cover sheet; any work that candidates do not wish the marker to consider should be neatly crossed through but not obliterated
- remind candidates that they must **not** communicate in any way with, seek assistance from or give assistance to another candidate during the test
- announce clearly to the candidates when they may begin the test.

The supervisor must not give any information to candidates about suspected errors in the question papers unless an erratum notice has been received from City & Guilds. Candidates must **not** be instructed to ignore a question.

During the test

The supervisor must complete the ICM as instructed.

Where a group of candidates are taking the test at the same time and one candidate arrives after the test has started, the candidate may be allowed to take the test provided that undue disruption is not caused to the other candidates and the security of the test is maintained.

Candidates who leave the test room temporarily must be accompanied to ensure the integrity of the test is not compromised. In these circumstances candidates may be allowed extra time to compensate for their temporary absence.

Candidates should be regularly made aware of the time remaining whilst taking a test, either through a visible clock or the supervisor providing periodic time-checks.

Irregular Conduct

It is the duty of the supervisor to ensure any cases of irregularity or misconduct in connection with the test are reported to the key skills co-ordinator as soon as possible. The key skills co-ordinator is empowered to withdraw a candidate from the test as a last resort (eg when his/her continued presence would cause disruption to other candidates). City & Guilds must be advised where this has been necessary.

Any infringement of the regulations may lead to the candidate's disqualification from the test. This decision rests with City & Guilds.

The key skills co-ordinator should note that continued scheme approval for key skills, and ultimately approval as a City & Guilds centre, is subject to proper conduct of the tests.

Emergencies

In the event of an unforeseen emergency (eg fire alarm, bomb alert etc) that requires the candidate to leave the test room the supervisor must first ensure the candidates' safety.

Where an evacuation is necessary, all candidate paperwork must be left in the test room. If possible, the test room should be made secure. Candidates should remain under supervised conditions if at all possible whilst outside the test room. Depending on the circumstances the supervisor and key skills co-ordinator may consider the following:

1. if a test has only just started (eg first ten minutes) the candidates can return to the test and continue ensuring candidates are given their overall time allowance
2. if a test has been underway long enough that some candidates may have seen a majority of the paper **and** there is a significant risk that the integrity of the test would be compromised if the test were allowed to continue, the candidates' work completed so far should be submitted to City & Guilds
3. consideration may be given to the possibility of taking the candidates, with test materials, to another place in order to complete the test.

If an emergency results in an evacuation the key skills co-ordinator must inform City & Guilds Customer Contact centre (020 7294 2787) straightaway.

Finishing the test

Candidates may be permitted to leave the room before the end of the test provided that no disruption is caused to the remaining candidates. Candidates who have left a supervised environment may not be re-admitted to the test. The key skills co-ordinator must consider any potential for the test to become compromised and ensure the supervisor is advised of the centre's policy.

Candidates must be given their full time allowance even if they have arrived later than their scheduled start time.

The supervisor should check that candidates have identified their work as instructed.

Collecting candidates' work and test materials

The supervisor must collect the candidates' work and all other test materials before leaving the room. After collation, the candidates' work and test materials should be handed to the key skills co-ordinator.

Candidates' work or test materials must **not** under any circumstances be photocopied or read by any person prior to dispatch.

Dispatching and disposing of materials

Candidates' work and the ICM must be sent within **one** day of the test taking place. If this involves keeping work overnight (eg if the test takes place in the evening) the key skills co-ordinator must ensure it is stored securely.

Level 1-2 multiple choice answer sheets must be returned to Data Processing at City & Guilds, whereas level 3-4 scripts must be sent directly to the marker identified at the bottom of the ICM.

All level 1-2 question papers must be destroyed by burning or shredding immediately after use (alternatively they may be returned to City & Guilds). Centres must **not** retain any copies of the level 1-2 tests, although all past level 3-4 question papers may be retained as practice tests.

Any correspondence, including requests for special consideration, must be sent directly to City & Guilds, and **not** to the marker. The packages sent to the marker should consist only of scripts plus the ICM and **nothing else**.

Online tests

The principle of supervised conditions applies equally to online key skills tests, and City & Guilds' standard examination conduct procedures apply to any key skills tests accessed through GOLA (see GOLA documentation for more details). There are a number of specific points to bear in mind.

1. Candidates need adequate opportunity to familiarise themselves with the test format. The GOLA navigation tests should be used for this, although practice level 1-2 tests are also available (as executable files) which simulate how the tests appear on GOLA. Familiarisation must **not** be left until immediately before the candidate is due to take a live test.
2. All equipment must be properly tested before any tests take place.
3. Although the tests are taken online, candidates will need access to a pen and paper during the test (for rough notes or workings) although this **must** be collected in at the end of the test session.
4. The rubric requirements applicable to each test (eg whether dictionaries, calculators, etc are permitted – see table on **page 51** of this centre guide for details) must be complied with.

Test results – timescales

Although pre-determined pass marks are used for the online key skills tests , the pass marks for fixed-date paper tests are not normally finalised until after the test has been taken (so the performance of previously unused questions can be compared to expectations). This process involves agreement between all of the awarding bodies accessing the test, and consequently result issue normally takes slightly longer than the standard timescales for City & Guilds' own multiple choice or written exams.

Although expected ‘results with centres by’ dates for each tests series are published on our key-skills.org site each year, typical timescales are approximately seven weeks after the test date for level 1-2 tests, and about nine weeks for level 3-4.

For level 3-4 a process of borderlining takes place immediately prior to result release, where the work of all candidates who have fallen just short of the agreed pass mark is scrutinised by the chief examiner to confirm the original marker’s decision.

Provisional results for online tests are available as soon as the candidate has completed the test. These are then normally confirmed within three working days of the test being uploaded back to City & Guilds.

Applying for access arrangements or special consideration

The formal position on access arrangements and special consideration for eligible key skills candidates is set out in the City & Guilds document **Access to Assessment and Qualifications**. Since common guidance and arrangements are applied by all accredited key skills awarding bodies, this information can also be found in the Joint Council for Qualifications (JCQ) document **Access Arrangements and Special Consideration – Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations**.

More information about access arrangements can be found in the **Preparing candidates for assessment** section of this centre guide. More detailed information about the procedural arrangements for notifying City & Guilds and/or applying for permissions are set out in **Access to Assessment and Qualifications**. In summary, arrangements are as follows:

Paper tests

1. Where responsibility for allowing adjustments is delegated to the centre (eg up to 25% extra time), the key skills co-ordinator should complete the appropriate form (Access 3) and return it to City & Guilds as required.
2. Where responsibility is not delegated, the key skills co-ordinator must seek written permission for any access arrangements from City & Guilds (using Form Access 1 or Access 2 as appropriate) at least **one month** before the test date. Requests should be made to:

Co-ordinated Assessment Services
City & Guilds
1 Giltspur Street
London
EC1A 9DD
Telephone: 020 7294 2772
Email: CAS@city-and.guilds.co.uk

3. Where the candidate requires a question paper to be presented in a particular format (eg Braille), the key skills co-ordinator should put this request in writing at least **three months** before the test date to Co-ordinated Assessment Services (see above):

4. The key skills co-ordinator should also consult the Co-ordinated Assessment Services team if in any doubt about whether a particular adjustment is acceptable.

Level 1-2 online tests

The above principles apply equally to any tests taken using the GOLA system, although where an adjustment requires City & Guilds to alter the format or presentation of the test (eg to allow extra time) this must be arranged with Co-ordinated Assessment Services (see above) at least **seven working days** in advance of when the test can be scheduled to take place.

Where unforeseen circumstances may have affected a candidate's performance (eg as a result of a disturbance during the test) requests for special consideration may be made to Co-ordinated Assessment Services up to seven days after the test date.

Centres should however note that as the key skills are competence-based qualifications, special consideration can only be granted in exceptional circumstances. Since the tests are available at relatively frequent intervals, it will normally be more appropriate for a candidate experiencing short-term illness or other difficulties to attempt the test at a later date. This should be borne in mind when planning learning and assessment programmes.

Reviewing test results

Where candidates are unsuccessful in a key skills test, the candidate or centre can request a review of the result (in line with City & Guilds' standard review/appeals procedure).

Review requests should be directed to:

Co-ordinated Assessment Services
City & Guilds
1 Giltspur Street
London
EC1A 9DD.

A fee will be charged for this service (see the City & Guilds Directory for the current rate) except where the candidate's result is changed as a result of the review.

Converting a test pass into an adult literacy/numeracy qualification

Although candidates entered for key skills tests under a key skills registration will not automatically gain a literacy or numeracy qualification, we do offer a facility for converting Communication or Application of Number test passes into Certificates in Adult Literacy or Adult Numeracy.

The procedure for requesting a conversion is as follows:

Test pass achieved	Can be converted into	How can centre enable?
Communication level 1	Level 1 Certificate in Adult Literacy	Submit a results claim for component 250 under award number 3792-13
Application of Number level 1	Level 1 Certificate in Adult Numeracy	Submit a results claim for component 240 under award number 3792-11
Communication level 2	Level 2 Certificate in Adult Literacy	Submit a results claim for component 251 under award number 3792-14
Application of Number level 2	Level 2 Certificate in Adult Numeracy	Submit a results claim for component 241 under award number 3792-12

There is an administration fee per candidate per test conversion, and centres must hold scheme approval for the relevant award number(s) within our 3792 scheme to use this facility.

Note conversion is only possible where the key skills test pass has been achieved with City & Guilds. Conversions are **not** permitted where the key skills test component has been gained by proxy exemption.

More information about the process of submitting results can be found in the **Administrative arrangements for candidate registration, test entry and certification** section of this centre guide, as well as the centre handbook for the Certificates in Adult Numeracy and Adult Literacy (3792).

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Wider key skills – assessment requirements

Qualification status

Whereas the 2000 wider key skills specifications (Working With Others, Improving Own Learning and Performance and Problem Solving) were recognised only as unit awards, the 2004 wider key skills standards have been accredited as full qualifications within the National Qualifications Framework.

The wider key skills were initially given qualification status as a pilot, although all candidates completing under the 2004 standards receive a qualification certificate. Qualification status gives the wider key skills formal parity with the ‘main’ three key skills, which has made it easier to access output-related funding.

Note candidates completing any of the wider key skills to the 2000-specifications will continue to receive a unit award certificate rather than a full qualification.

Part A questions

Although there are no tests for the wider key skills qualifications, the qualification status pilot at the time of writing required candidates’ knowledge and understanding (as defined by Part A of the standard) to be explicitly affirmed. This process is applicable to **all** candidates completing the 2004 wider key skills, across **all** nations.

A series of ‘Part A questions’ have been developed to enable assessors to check candidates’ understanding of any aspects of Part A that have not been explicitly demonstrated through their portfolios. The questions, along with more detailed guidance and record sheets for assessors, can be downloaded from our key-skills.org site.

The questions are not formally a part of the portfolio, and the questioning process should **not** be carried out before the portfolio is complete and the assessor has been satisfied that it meets all of the assessment criteria within Part B of the standard. The questions should be used flexibly and need only cover those aspects of Part A that are not clearly evident in the portfolio. Part A questioning must be carried out individually with each candidate, and cannot be carried out as a group activity.

It is possible that some candidates might have very obviously covered the whole of Part A in their portfolios, in which case specific Part A questions would not be needed. However, unless the **whole** of Part A is clearly evident, at least some questioning will need to take place.

The Part A affirmation and questioning process is subject to internal and external verification, and any responses candidates give to the Part A questions must be in an auditable format (whether oral or in writing). The external verifier will need to see records of Part A affirmation and questioning when sampling any of the wider key skills.

Part A affirmation/questioning is not a formal requirement for any of the ‘main’ three key skills, nor for candidates completing the wider key skills to the 2000 specifications. Nevertheless, assessors are strongly encouraged to go through a similar process of checking and confirming candidates’ coverage of Part A even if this is not formally required or recorded.

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Administrative arrangements for candidate registration, test entry and certification

Overview

Full details relating to the arrangements for registering and certificating candidates are contained in City & Guilds Directory which is sent to the Head of Centre and can also be viewed on City & Guilds' Walled Garden (see www.walled-garden.com).

All details must be recorded accurately when completing a submission form – Form S (see **Appendix V** of this centre guide for an example). In particular, centres must ensure:

- centre details are accurate (ie centre name and number)
- the correct award number (eg 3638-01) and award name (Key Skills Qualifications) is quoted
- candidate details are recorded accurately (ie correct ENR and/or other details)
- correct component numbers are quoted where applicable

More detailed guidance on how to complete Form S can be found in the City & Guilds Directory. City & Guilds Customer Contact centre (telephone 020 7294 2787) can help with any specific queries about how to complete the form.

Form S transactions can also be made electronically via City & Guilds' Walled Garden (see www.walled-garden.com).

Structure of 3638 scheme

The 3638 scheme (like its predecessor 3618) contains all six key skills at all four levels. At the time of writing there were three award (complex) numbers open to new candidates:

Registration route (award number)	Description
3638-01	The standard route for all candidates outside Wales where tests are included as a requirement for each of the 'main' three key skills. A fee is payable on registration, with further charges for most transactions (eg test entries, proxy exemption claims) thereafter.
3638-12	Only available to candidates in Wales (does not require or include access to key skills tests). A single fee is payable on registration, with no charges thereafter.
3638-13	Only available to candidates in Wales (does not require or include access to key skills tests). A smaller fee is payable on registration than that for 3638-12, although there are charges for each subsequent transaction.

Details of current fees for each award number can be found in the City & Guilds Directory page for scheme 3638. This can be viewed using the Walled Garden or our key-skills.org site.

Each test, portfolio and proxy has a three-digit City & Guilds component number (these must not be confused with portfolio assessment ‘components’ – C1.1, N2.2, etc.). Component numbers within the 3638 scheme are organised as follows:

Type of transaction	Description of component numbering sequence	Examples
Paper test	odd numbers beginning with a 0	001, 003, etc
Online test	begin with a 9	975, 973, etc
Portfolio – 2000 specifications	even numbers beginning with a 0	002, 004, etc
Portfolio – 2004 standards (England and Northern Ireland)	even numbers beginning with a 1	102, 104, etc
Portfolio – 2004 standards (Wales only)	even numbers beginning with a 2	202, 204, etc
Proxy – test*	odd numbers beginning with a 5	501, 503, etc
Proxy – 2000 specification portfolio*	even numbers beginning with a 5	506, 512, etc
Proxy – 2004 standard portfolio*	even numbers beginning with a 6	606, 612, etc

Note separate award/component numbers apply if the key skills are being accessed via a ‘package’ scheme – see **Key skills with City & Guilds** section of this centre guide.

Award registration

All candidates working towards any of the key skills must be **award registered** with City & Guilds at or near to the beginning of their programme. This is particularly important as the number of candidates registered affects the number of verification visits centres receive over the course of a year. The work of any candidates who are not registered cannot be considered during external verification, and wilfully leaving candidates unregistered will result in the centre’s certification rights being suspended.

Named Registrations can be made using Form S or via the Walled Garden. The correct award number (see above) must be quoted.

Registration allows candidates to work towards any of the key skills at any level. As these may change during the course of a learning programme, City & Guilds does not require these to be specified up-front. Component numbers should therefore **not** be quoted on Form S when registering candidates.

* See **Preparing candidates for assessment** section of this centre guide for more information about recording and claiming proxy exemption.

Where a candidate already has a City & Guilds candidate enrolment number (ENR) this should be quoted when registering for key skills.

City & Guilds issues a Nominal Roll Report (NRR) to confirm that the registration(s) has been accepted and an invoice will be issued for any fees due.

Each key skills registration is valid for three years or until the last certification date, whichever is the earlier. Last registration and certification dates were as follows at the time of writing:

Specification/standard	Last registration date	Last certification date
2000 key skills qualifications and wider key skills units	31 August 2004	31 August 2006
2004 key skills qualifications	31 August 2008	31 August 2010

Online tests registration

Separate to award registration, candidates must also be registered for any online key skills tests that they intend to take. This process is known as **component registration**.

From September 2004, all candidates registered under 3638-01 were automatically given component registration for all six available online tests, although the process needs to be carried out manually for candidates registered **before** that time.

Component registration should be made using a Form S or via the Walled Garden (as a named registration). The candidate's ENR and award number should be quoted, along with the appropriate component number(s) for the test(s) required. These numbers can be found in the City & Guilds Directory.

City & Guilds issues a Nominal Roll Report (NRR) to confirm that the registration(s) has been accepted. Once component registration has been logged, it will become possible to schedule the appropriate online test(s) for the candidate via the GOLA system.

Paper test entry

To enter candidates for the paper based key skills tests, a **dated entry** should be made using a Form S or via the Walled Garden. The candidate's ENR and award number should be quoted, together with the appropriate test series (month) and component number(s) for the test(s) required. These numbers can be found in the City & Guilds Directory.

Normal City & Guilds exam entry closing dates apply to the key skills tests (eg beginning of the calendar month before the tests take place where entries are received via Form S).

City & Guilds issues a Nominal Roll Report (NRR) to confirm that the entry has been accepted and an invoice will be issued for any fees due.

Appropriate stationery to run the test(s) (eg question papers, Invigilation Certificate/Marksheets, etc) will be sent out shortly before the test date. Candidates must

not under any circumstances attempt a key skills test unless an entry has been made and accepted by City & Guilds beforehand.

Portfolio and proxy exemption results submission

Providing the centre has current direct claims status (see **Verification** section of this centre guide), portfolio completion can be claimed from City & Guilds as soon as the portfolio has been subjected to the centre's internal quality assurance process. Since portfolios can be claimed on an 'as and when' basis, and not all candidates will necessarily complete at the same time, City & Guilds does not provide pre-printed forms for submitting results.

Results should be submitted using a Form S or via the Walled Garden. The candidate's ENR and award number should be quoted, together with the appropriate portfolio component number for the key skill(s), level(s) and specification/standard completed. These numbers can be found in the City & Guilds Directory. A 'P' should be entered alongside each component to indicate a pass grade (eg '104P' to claim an Application of Number level 1 portfolio completed in England to the 2004 standards).

Where proxy exemption is being claimed (see **Preparing candidates for assessment** section of this centre guide for details) the relevant proxy component should be claimed as a results submission. Where candidates only have proxy exemption from the test, the relevant proxy component must be claimed **at the same time** (or at least not before) the portfolio it is being paired with.

City & Guilds issues a Results List (RSL) to confirm that the components claimed have been logged successfully, and an invoice will be issued for any fees due.

Results should only be submitted to City & Guilds where a candidate's portfolio has been successfully completed – there is no mechanism for reporting portfolio 'failure'. Likewise, test component numbers must **not** be quoted when submitting portfolio results – City & Guilds automatically credits candidates with these components as soon as the appropriate test has been passed.

Requirements for certification

Each key skill is an accredited qualification (except for the wider key skills when achieved under the 2000 specifications), and candidates therefore receive a **separate** certificate for each key skill.

Where both a test and portfolio is required a certificate will only be issued once both components have been achieved at the **same** level, although achievement of each component is separately confirmed by a Notification of Candidate Results (NCR). In some circumstances it may be possible to access funding for partial achievement; the NCR provides written confirmation of achievement for that and other purposes.

Transition from 2000 specifications to 2004 standards – England and Northern Ireland

The following arrangements were introduced on 1 September 2004 to facilitate candidates in England and Northern Ireland with an **existing** key skills registration made whilst the 2000 key skills specifications were still in operation (note separate arrangements apply in Wales – see below):

Candidates registered under 3638-01 between 1 October 2003 and 31 August 2004

- may continue working towards the 2000 specifications until 31 August 2006
- are also able to access the 2004 standards without needing to re-register
- can ‘mix and match’ between qualifications (eg achieve Communication to 2000 specification and Application of Number to 2004 standard) although cannot achieve the same qualification more than once
- the tests are the same whether working to 2000 specifications or 2004 standards
- the correct portfolio component numbers must be claimed depending on whether assessment has taken place under the 2000 specification (eg 002, 004, etc) or 2004 standard (eg 102, 104, etc)
- if the portfolio has already been assessed against the 2000 specification it must be **re-assessed** and quality assured if seeking achievement under the 2004 standard
- Part A affirmation/questioning is required to achieve any of the wider key skills under the 2004 standards.

Candidates with a current award registration under 3618, or under 3638-04, 3638-70, 3638-71, 3638-90 or 3638-91

- may continue working to the 2000 specifications until 31 August 2006 (or until their registration expires)
- will need to **re-register** for 3638-01 if they wish to access the 2004 standards
- if re-registered under 3638-01:
 - their existing award registration remains live so the 2000 specifications can still be accessed via the candidate’s old award number (eg they can ‘mix and match’ between 2000 and 2004 qualifications so long as the same qualification is not achieved more than once)
 - any test passes already achieved remain valid (will be automatically credited if achieved with City & Guilds)
 - any portfolio work already assessed against 2000 specification must be **re-assessed** and quality assured if seeking achievement under the 2004 standard
 - Part A affirmation/questioning is required to achieve any of the wider key skills under the 2004 standards.

Transition from 2000 specifications to 2004 standards – Wales

The following arrangements were introduced on 1 September 2004 to facilitate candidates in Wales with an **existing** key skills registration made whilst the 2000 key skills specifications and assessment arrangements were still in operation (note separate arrangements apply in England and Northern Ireland – see above):

Candidates in Wales registered under 3638-01 between 1 October 2003 and 31 August 2004

- may continue working toward the 2000 specifications until 31 August 2006, notwithstanding the restriction on test access
- have in addition been automatically given a free registration under **3638-13** enabling access to the 2004 standards with the assessment arrangements applicable to Wales
- can ‘mix and match’ between qualifications (eg achieve Communication to 2000 specification and Application of Number to 2004 standard) although cannot achieve the same qualification more than once
- if working to the **2000 specifications**:
 - portfolio claims must be submitted under **3638-01**
 - 2000 portfolio component numbers must be used (eg 002, 004, etc)
 - both the test and portfolio must be achieved for certification (proxy exemption may be used where eligible)
 - tests are no longer available
 - the wider key skills can only be achieved as unit awards rather than full qualifications, although Part A affirmation/questioning is not required
- if working to the **2004 standards**:
 - portfolio claims must be submitted under **3638-13**
 - 2004 portfolio component numbers for Wales must be used (eg 202, 204, etc)
 - no test is required for certification
 - if the portfolio has already been assessed against the 2000 specification, it must be **re-assessed** and quality assured for 2004 standard achievement
 - Part A affirmation/questioning is required to achieve any of the wider key skills.

Candidates in Wales with a current registration under 3618-03

- may continue working toward the 2000 specifications until 31 August 2006 (or until their registration expires), notwithstanding the restriction on test access
- the centre can request free **3638-12** registrations[†] where candidates wish to access the 2004 standards with the assessment arrangements applicable to Wales (contact City & Guilds' Wales Office for details)
- if re-registered for 3638-12, candidates' existing 3618-03 registrations remain live so they can ‘mix and match’ between 2000 and 2004 qualifications as long as the same qualification is not achieved more than once
- if working to the **2000 specifications**:
 - portfolio claims must be submitted under **3618-03**
 - 2000 portfolio component numbers must be used (eg 002, 004, etc)

[†] Free 3638-12 registrations are only available to candidates in **Wales**. Requests can only be accepted where the candidate already holds a live (ie made less than three years ago) 3618-03 registration and are **not** transferable.

- both the test and portfolio must be achieved for certification (proxy exemption may be used where eligible)
- tests are no longer available
- the wider key skills can only be achieved as unit awards rather than full qualifications, although Part A affirmation/questioning is not required
- if re-registered and working towards the **2004 standards**:
 - portfolio claims must be submitted under **3638-12**
 - 2004 component numbers for Wales must be used (eg 202, 204, etc)
 - no test is required for certification
 - if the portfolio has already been assessed against the 2000 specification, it must be **re-assessed** and quality assured for 2004 standard achievement
 - Part A affirmation/questioning is required to achieve any of the wider key skills.

Candidates in Wales with a current registration under other award numbers (eg 3618-90 or 3638-90)

- may continue working toward the 2000 specifications until 31 August 2006 (or until their registration expires), notwithstanding the restriction on test access
- will need to re-register under **3638-12** or **3638-13** if candidate wishes to access 2004 standards
- if re-registered for 3638-12 or 3638-13, candidates' original registrations remain live so they can 'mix and match' between 2000 and 2004 qualifications as long as the same qualification is not achieved more than once
- if working to the **2000 specifications**:
 - portfolio claims must be submitted under the candidate's **original** award number
 - 2000 portfolio component numbers must be used (eg 002, 004, etc)
 - both the test and portfolio must be achieved for certification (proxy exemption may be used where eligible)
 - tests are no longer available
 - the wider key skills can only be achieved as unit awards rather than full qualifications, although Part A affirmation/questioning is not required
- if re-registered and working towards the **2004 standards**:
 - portfolio claims must be submitted under the candidate's **new** award number (3638-12 or 3638-13)
 - 2004 component numbers for Wales must be used (eg 202, 204, etc)
 - no test is required for certification
 - if the portfolio has already been assessed against the 2000 specification, it must be **re-assessed** and quality assured for 2004 standard achievement
 - Part A affirmation/questioning is required to achieve any of the wider key skills.

Achievement at different levels

Candidates may sometimes inadvertently achieve a test[‡] and portfolio for the same key skill at different levels, in which case they will be able to achieve a qualification at the **lower** of the two levels.

The table overleaf indicates possible combinations, and what additional steps centres might need to take to enable certification.

[‡] Where this is required for certification.

Portfolio achieved at	Test achieved at	Candidate able to achieve	How can centre enable?
Level 4	Level 4	Level 4 qualification	Certificate generated automatically
Level 4	Level 3	Level 3 qualification	Claim portfolio achievement at level 3*
Level 4	Level 2	Level 2 qualification	Claim portfolio achievement at level 2*
Level 4	Level 1	Level 1 qualification	Claim portfolio achievement at level 1*
Level 3	Level 4	Level 3 qualification	Claim proxy exemption component to cover level 3 test ⁺
Level 3	Level 3	Level 3 qualification	Certificate generated automatically
Level 3	Level 2	Level 2 qualification	Claim portfolio achievement at level 2*
Level 3	Level 1	Level 1 qualification	Claim portfolio achievement at level 1*
Level 2	Level 4	Level 2 qualification	Claim proxy exemption component to cover level 2 test ⁺
Level 2	Level 3	Level 2 qualification	Claim proxy exemption component to cover level 2 test ⁺
Level 2	Level 2	Level 2 qualification	Certificate generated automatically
Level 2	Level 1	Level 1 qualification	Claim portfolio achievement at level 1*
Level 1	Level 4	Level 1 qualification	Claim proxy exemption component to cover level 1 test ⁺
Level 1	Level 3	Level 1 qualification	Claim proxy exemption component to cover level 1 test ⁺
Level 1	Level 2	Level 1 qualification	Claim proxy exemption component to cover level 1 test ⁺
Level 1	Level 1	Level 1 qualification	Certificate generated automatically

* The standards for each key skill have been designed to subsume the requirements of the same skill at the level(s) below. Achievement of a level 4, 3 or 2 portfolio therefore automatically provides coverage of Part B criteria for the levels below.

- + Key skills test passes are not proxy qualifications, although City & Guilds permits the proxy component to be claimed where a test has been achieved at a higher than necessary level as a **procedural device** to enable certification. As with valid proxy qualifications, evidence of entitlement to claim (ie an NCR confirming the higher level test pass) must be retained with the candidate's portfolio, and the proxy component not claimed until the portfolio has been completed.

Note any 'fallback' in portfolio level must be achieved under the **same** set of key skills specifications or standards; eg if a portfolio achieved at level 3 under the 2000 specifications needs to be paired with a level 2 test pass, then the level 2 portfolio would also need to be claimed against the 2000 specifications. Full re-assessment must take place if a portfolio originally produced to the 2000 specifications is used to claim achievement under the 2004 key skills standards.

However, since no 'shelf-life' is attached to key skills test passes (unlike proxy qualifications), any tests achieved at a higher than necessary level remain valid for subsequent pairing with a portfolio at the same level. For example, if a level 2 Communication test is achieved in the course of completing the level 1 qualification, this level 2 test pass would stand if the candidate subsequently completed a level 2 Communication portfolio.

QANs and learning aim references

Qualification Accreditation Numbers (QANs) for each of the key skills qualifications awarded by City & Guilds are listed in our Directory pages for key skills (3638 and 3618).

QANs are the reference numbers assigned by the regulatory authorities to confirm each qualification's inclusion on the National Qualifications Framework. In England, the QANs for the key skills qualifications are also the Learning Aim Reference codes on the Learning Aims Database.

The QANs assigned to each of the 'main' key skills (Communication, Application of Number and Information and Communication Technology) are the same whether candidates are working to the 2000 key skills specifications or 2004 standards.

The QANs assigned to each of the wider key skills (Working With Others, Improving Own Learning and Performance and Problem Solving) apply only to the 2004 standards since the 2000 specifications were not accredited as qualifications.

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Appendix I

Required documents for key skills delivery

Besides this centre guide, the following documents are required as a condition of scheme approval to offer the key skills qualifications with City & Guilds:

Document(s)	Who publishes it?	Who needs it?	How can it be obtained?
2004 key skills qualifications standards and guidance*	QCA on behalf of the regulatory authorities	All staff within the centre involved in key skills delivery. Each assessor and internal verifier must have a personal copy.	Via www.qca.org.uk/keyskills or through QCA publications (stock codes QCA/04/1272 and QCA/04/1294)
2004 standard and logbook [†] (one document for each key skill and level)	City & Guilds	Candidates must have a personal copy of the standard for each key skill that they are working towards. The logbook (or a similar document) should be completed with the assessor.	Free of charge from our key-skills.org site
Wider key skills Part A questions (candidate papers and assessor guidance)	City & Guilds	Candidates and all staff within the centre involved in delivering any of the wider key skills.	Free of charge from our key-skills.org site
Directory of Awards (especially the pages relating to the key skills qualifications)	City & Guilds	All staff within the centre involved with the administration of key skills.	Sent to Head of Centre and can be viewed via www.walled-garden.com (3638 and 3618 pages can also be found on our key-skills.org site)

See next page

* There are two standards and guidance documents, one covering Communication, Application of Number and Information and Communication Technology, and one covering Working With Others, Improving Own Learning and Performance and Problem Solving. Equivalent documents covering the 2000 key skills specifications are also available.

[†] Logbook documents covering the 2000 key skills specifications are also available for download until August 2006.

Document(s)	Who publishes it?	Who needs it?	How can it be obtained?
Basic and key skills test specifications [‡]	QCA on behalf of the regulatory authorities	All staff within the centre involved in key skills delivery.	Via www.qca.org.uk/keyskills
Key skills example portfolios	QCA in consultation with the major key skills awarding bodies	All staff within the centre involved in key skills delivery.	Via www.qca.org.uk/keyskills or through QCA publications.
Key Skills Policy and Practice – your questions answered	DfES/QCA/LSC	Key skills co-ordinator	Via www.qca.org.uk/keyskills
Providing City & Guilds qualifications – a guide to centre and scheme approval [§]	City & Guilds	Key skills co-ordinator	Via www.city-and-guilds.co.uk/centres or ordered from our Customer Contact centre
Access to Assessment and Qualifications**	City & Guilds	Key skills co-ordinator; staff involved with the administration of key skills.	Via www.city-and-guilds.co.uk/centres or ordered from our Customer Contact centre

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[‡] If applicable – tests are not required for certification in Wales where candidates are working to the 2004 key skills standards.

[§] In addition to this document, City & Guilds also provides a Centre Toolkit on CD-ROM. Contact your regional/national City & Guilds office for details.

** This document contains common regulations and guidance agreed between the regulatory authorities and all accredited key skills awarding bodies. This guidance can also be found in the Joint Council for Qualifications (JCQ) document **Access Arrangements and Special Consideration – Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations**.

Document(s)	Who publishes it?	Who needs it?	How can it be obtained?
Ensuring Quality – policy and practice for externally verified assessment (Edition 12 and all subsequent editions)	City & Guilds	Key skills co-ordinator	Via www.city-and-guilds.co.uk/centres or ordered from our Customer Contact centre
NVQ Code of Practice (2001)	QCA	Key skills co-ordinator	Via www.city-and-guilds.co.uk/centres (or www.qca.org.uk); can alternatively be ordered through QCA Publications
Joint Awarding Body Guidance on Internal Verification of NVQs	DfES (with input from awarding bodies)	Key skills co-ordinator	Via www.city-and-guilds.co.uk/centres

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Appendix II

Checklist for running key skills tests

This checklist summarises only the **main** requirements for holding key skills tests. It should be read in conjunction with the full guidance and instructions on conducting the tests in the **Key skills tests** section of this centre guide.

A Receiving test papers and other materials	
1	Check sufficient question papers and other stationery received for number of entries made – contact our Customer Contact centre (020 7294 2787) if anything missing.
2	Papers must be stored securely until test takes place. Security and integrity of tests must be maintained throughout if papers need to be transported to multiple sites/locations.
3	No unauthorised person to have access to papers – ie only candidates, supervisor(s) and key skills co-ordinator.
B Scheduling the tests	
1	Paper tests may take place at any time on permitted date or range of dates. Online tests are scheduled for a particular start-time.
2	Take all possible steps to prevent collusion if candidates taking tests at different times – use Confidentiality Declaration form.
3	Ensure test room(s) fit for purpose and supervised conditions can be assured – eg candidates not able to overlook each other's work, desks big enough to accommodate papers, etc.
4	For online level 1-2 tests, check candidates' and invigilator's workstations are in working order.
5	For level 3-4 Information and Communication Technology – check workstations/printer in working order, appropriate software installed and data files made available.
C Before the test	
1	Supervisor must be satisfied as to identity of every candidate.
2	Check candidates have or are provided with any equipment indicated as required on front of question paper.
3	Check candidates do not have access to anything that might compromise test – mobile phones must be switched off and placed out of reach.
4	Hand question papers out immediately before test starts – sealed packets should be opened in front of candidates.
5	Bring any erratum notices to candidates' attention (do not announce suspected errors on paper unless confirmation has been received from City & Guilds).
6	Ensure candidates record or check personal details as instructed.
7	Announce clearly to candidates when they may begin.
D During the test	
1	Supervisor must give whole attention throughout to ensuring proper conduct of test and needs to be able to summon assistance without leaving candidates unattended.
2	Must be enough supervisors to properly observe each candidate (recommend at least one supervisor per 30 candidates).
3	Invigilation Certificate/Marksheet (ICM) must be completed as instructed.
4	Any candidate leaving test room temporarily must be accompanied.
5	Make candidates aware of time remaining – either by having visible clock or by giving regular time checks.
6	Follow instructions on what to do in the event of an emergency.
E Finishing the test	
1	Candidates must be given full time allowance (even if candidate is admitted after other candidates have started).
2	Recording personal details, collecting/collating work, or (for level 3-4 Information and Communication Technology) printing out work does not count as part of the time allowance.
2	Candidates may leave once they have finished provided this does not disturb other candidates or compromise integrity of test – no candidate may be re-admitted after leaving.
3	All work to be handed in – candidates must not take any papers or work away with them.
4	Supervisor must collect work before leaving room.
F Dispatching and disposing of materials	
1	Ensure candidates' work is not photocopied or read by any person (eg assessor/tutor) before dispatch.
2	Send candidates' work and ICM within one day of test taking place (keep materials in secure place if held overnight). Send level 1-2 multiple answer (MA) sheets to City & Guilds Data Processing, level 3-4 scripts to marker indicated on ICM.
3	Destroy all level 1-2 question papers – by shredding or burning – immediately after use (or return to City & Guilds). Level 3-4 tests may be retained.

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Appendix III

Confidentiality declaration form

Declaration of no prior knowledge / Declaration not to divulge Key skills, level 1-2 national tests in Adult Numeracy/ Literacy (including ESOL Skills for Life Reading)

This form must be completed and signed by candidates wherever more than one sitting of the same test has taken place within one centre and there is a possibility that candidates might come into contact with one another. The form is to be completed by all affected candidates – those who have already taken the test as well as those still to take it, and must be returned with the candidates' scripts (MA sheets or answer books) and the ICM immediately after the tests have taken place.

A separate form must be completed for each test sitting. This form may be photocopied as necessary.

Centre name	Centre number	SC*

* sub-centre letter if applicable

Paper title and level (eg Application of Number level 2)	Paper number

Complete the following as applicable*:

I/we* declare that prior to entering the test room on _____ (date) at _____ (time), I/we* had not acquired from any source any knowledge of the questions set for the above test.

I/we* declare that on leaving the test room on _____ (date) at _____ (time) I/we* will not divulge to any person any information about the questions set for the above test.

Enrolment number	Candidate name	Signature

Witnessed by

Signature _____ Name (in capitals) _____

Position _____ Date _____

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Appendix IV

Multiple answer (MA) sheet for paper based tests

 City & Guilds MA	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Candidate Name <input type="text"/></td> <td style="width: 33%;">Date <input type="text"/></td> <td style="width: 33%;">Paper Number <input type="text"/></td> </tr> <tr> <td>Centre Name <input type="text"/></td> <td>Centre Number <input type="text"/></td> <td>Candidate Number <input type="text"/></td> </tr> <tr> <td>Paper Name <input type="text"/></td> <td colspan="2"></td> </tr> </table> <p style="font-size: small; margin-top: 5px;">Use Black or Blue Ink, Mark chosen answer thus: a If you change your mind you may cancel the first answer by filling the lower half of the box: a and then make another choice. 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Appendix V

Submission form (Form S)

Note this form can be used for each of the following functions:

- registering candidates for the key skills qualifications (Named Registration)
 - registering candidates to access particular online tests (Named Registration)
 - entering candidates for paper-based key skills tests (Dated Examination)
 - claiming portfolio completion and recording proxy exemption claims (Results)

I confirm that the candidates above are entered in line with City & Guilds regulations.

Your signature: Page of Date: / / Counter signature (if needed)
Send the ten cents to Civ & Crim. Keep the second copy for your own records.

SIT 17997 F 000282995 0601 Version 2

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Appendix VI

Recording documents

The following documents are designed to assist assessors and internal verifiers in record keeping. These should be used in conjunction with the relevant City & Guilds key skills standard and logbook (or similar) document.

1. Observation record/witness statement that can be used when assessing evidence through observation (ie witness testimony). This is accompanied by a checklist underlining the purpose and scope of witness statements.
2. Portfolio referencing assessor and internal verifier confirmation checklists (one for each key skills qualification at level 1-3). These forms may be used by assessors and/or internal verifiers when checking or sampling portfolios to ensure that the 2004 standard has been met.
3. Internal verifier feedback to assessor form.
4. Internal verification sampling matrix – to assist in recording where and how sampling takes place.

All records for all candidates, together with their portfolios, assessor records and records of internal verification must be available for the external verifier's visit.

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Observation record/witness statement

Name of candidate _____

Name of assessor/observer _____

Where assessment took place _____

date _____

Key skill _____

level _____

Brief description of context in which candidate demonstrated competence.

What evidence is there that candidate can	Brief record of observation	Assessment decision sufficient/insufficient
Assessment criteria		
Other comments (eg subject or purpose of activity)		

Signature of Assessor/observer _____

Date _____

Signature of candidate _____

Date _____

See next page

Witness statements - notes

Purpose

To provide evidence of observed activity
To authenticate evidence
Simplify text requirements of evidence indicators

Types

Description of an activity eg a specific job or work placement
Observation checklist or record of intermittent observations
Candidate / peer report

Remember to

State context – where, when and how
Link comments to assessment criteria, and evidence requirements
Make sure decisions against criteria are clear
Provide authentication – signature and status of witness, signature of candidate and date

Portfolio referencing assessor and internal verifier confirmation checklist

Communication level 1

Refer also to pages 30-33 of the 2004 key skills qualifications standards and guidance document. Note that Part A, as well as describing what candidates need to know for the test (where required), also indicates the level of skill expected when applying the skills in Part B.

Code : PR - portfolio page reference to locate specific evidence
 AA - assessor initials to indicate acceptance of the standard
 IV - internal verifier to indicate achieved (✓), or not yet achieved (%)

C1.1	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Taken part in a one-to-one or group discussion				
Provided relevant information				
Communicated clearly				
Listened and responded appropriately				
C1.2				
Read at least one document				
Stated the purpose for reading document(s)				
Identified main points/ideas				
Used the information to suit declared purpose				
C1.3 Document 1				
Presented information in a form that suits declared purpose				
Legible				
SP&G meets Part A standard				
C1.3 Document 2				
Different type to Document 1				
Presented information in a form that suits purpose				
Legible				
SP&G meets Part A standard.				

See next page

Communication level 1 (continued)

Has used at least one image either	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
to obtain information when reading	_____	_____	_____	_____
or to convey information in discussion	_____	_____	_____	_____
or to convey information when writing	_____	_____	_____	_____

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

The above signatures also serve as a declaration that the work is authentic and has been produced only by the named candidate.

The candidate's signature is only necessary where s/he has not signed to authenticate the work elsewhere, eg in the logbook.

Portfolio referencing assessor and internal verifier confirmation checklist

Communication level 2

Refer also to pages 34-38 of the 2004 key skills qualifications standards and guidance document. Note that Part A, as well as describing what candidates need to know for the test (where required), also indicates the level of skill expected when applying the skills in Part B.

Code : PR - portfolio page reference to locate specific evidence
 AA - assessor initials to indicate acceptance of the standard
 IV - internal verifier to indicate achieved (✓), or not yet achieved (%)

C2.1a	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Took part in a Group Discussion				
Clear and relevant contribution				
Listened and responded to others				
Helped to move discussion forward				
C2.1b				
Gave short talk – at least 4 minutes				
Spoke clearly to suit purpose/situation				
Talk well structured - kept to the point so that the audience could follow the talk without difficulty				
Used a variety of appropriate ways to support main points				
C2.2				
Personally selected and read two documents of at least 500 words each in order to summarise information.				
Documents on the same straightforward subject?				

See next page

Communication level 2 (continued)

C2.2 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Identified main points and lines of reasoning from text and, if appropriate, any associated image				
Documents were used together to produce a summary for a declared purpose				
C2.3 Document 1				
Presented relevant information				
Structure and style suited declared purpose.				
At least 500 words long				
Legible and SP&G to appropriate Part A writing standard – tolerance of up to one or two errors				
C2.3 Document 2				
Different type to Document 1				
Contained different information to Document 1				
Presented information in a structure and style to suit declared purpose				
Legible and SP&G to appropriate Part A writing standards – no more than two errors				

See next page

Communication level 2 (continued)

Has used at least one image either	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
to obtain information when reading	—	—	—	_____
or to convey information in discussion/talk	—	—	—	_____
or To convey information when writing	—	—	—	_____

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

The above signatures also serve as a declaration that the work is authentic and has been produced only by the named candidate.

The candidate's signature is only necessary where s/he has not signed to authenticate the work elsewhere, eg in the logbook.

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Portfolio referencing assessor and internal verifier confirmation checklist

Communication level 3

Refer also to pages 39-44 of the 2004 key skills qualifications standards and guidance document. Note that Part A, as well as describing what candidates need to know for the test (where required), also indicates the level of skill expected when applying the skills in Part B.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV - internal verifier to indicate achieved (✓), or not yet achieved (%)

C3.1a	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Took part in group discussion				
Witness statement included (not obligatory) plus evidence from candidate				
Clear and relevant contributions				
Listened and responded sensitively				
Developed points and ideas				
Encouraged others to contribute				
C3.1b				
Made an individual presentation about a complex subject – at least 8 minutes				
Effective use of image or other support materials to enhance understanding				
Spoke clearly, adapting style to suit purpose, subject and situation				
Logically structured				

See next page

Communication level 3 (continued)

C3.2	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Independently selected and read two documents (minimum 1000 words each).				
Both documents on the same challenging subject				
Identified and compared main points, ideas and lines of reasoning				
Presented a synthesis of information from the documents, combined with own interpretation, to suit purpose				
C3.3				
Document 1 – complex subject				
Selected form and style to suit subject and purpose for writing				
At least 1000 words long				
Organised the material coherently to suit length and purpose for writing - used specialist vocabulary when appropriate				
Legible and SP&G – no more than 2 errors				
Document 2 – different complex content to Document 1				
Different type of document to Document 1				
Selected form and style to suit length and purpose for writing				
Organised material coherently to suit purpose for writing – used specialist vocabulary where appropriate				

See next page

Communication level 3 (continued)

C3.3 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Legible and SP&G – no more than 2 errors				
Used at least one image either				
to obtain information when reading				
OR To convey information in the talk				
OR To convey information in one of the documents when writing				

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

The above signatures also serve as a declaration that the work is authentic and has been produced only by the named candidate.

The candidate's signature is only necessary where s/he has not signed to authenticate the work elsewhere, eg in the logbook.

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Portfolio referencing assessor and internal verifier confirmation checklist

Application of Number level 1

Refer also to pages 54-58 of the 2004 key skills qualifications standards and guidance document. Note that Part A, as well as describing what candidates need to know for the test (where required), also indicates the level of skill expected when applying the skills in Part B.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV - internal verifier to indicate achieved (✓), or not yet achieved (%)

Level 1 may be achieved through the presentation of one or more activities. All calculations must be set in a context. At level 1, stand alone exercises may be presented so long as they cover all of the assessment criteria in the specific component being targeted.

Even so, it is **strongly** recommended that candidates present at least two complete activities (ie where components are not treated separately but track through all three parts of the cycle, covering all assessment criteria (N1.1, N1.2 and N1.3).

Activity title(s)	1			<hr/> <hr/>
	2			<hr/> <hr/>
	3			<hr/> <hr/>

Assessment criteria

Each activity presented must be complete (ie cover all assessment criteria). Portfolio evidence must show that the candidate has for **each** activity:

N1.1	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
stated activity purpose clearly						
obtained information to meet purpose						
identified suitable calculations						
N1.2						
shown at least one calculation with full working						
used a given level of accuracy						
shown checking methods						

See next page

Application of Number level 1 (continued)

N1.3	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
described results and findings in writing						
supported results and findings using formats (likely to be a chart or diagram as required below) appropriate to the nature of the data being presented						
described what the results of the calculations mean (related to the original stated purpose)						

Component requirements

The Application of Number portfolio as a whole (but not necessarily each activity) must contain all component requirements. Portfolio evidence must also contain:

N1.1	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
data from a table, chart, diagram or graph						
data from at least one or more different sources						
N1.2						
calculation (showing full working, to given accuracy and explicit checking) involving amounts or sizes						
calculation (showing full working, to given accuracy and explicit checking) involving scales or proportion						
statistical calculation (10 items expected) (showing full working, to given accuracy and explicit checking)						

See next page

Application of Number level 1 (continued)

N1.3	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
chart or diagram supporting results						
written reference to chart or diagram						
a (second) different chart or diagram supporting results*						
written reference to (second) different chart or diagram						

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

The above signatures also serve as a declaration that the work is authentic and has been produced only by the named candidate.

The candidate's signature is only necessary where s/he has not signed to authenticate the work elsewhere, eg in the logbook.

* Candidates may use two charts, two diagrams or one of each when presenting their findings. If two charts or diagrams are used, they should be of different types.

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Portfolio referencing assessor and internal verifier confirmation checklist

Application of Number level 2

Refer also to pages 59-63 of the 2004 key skills qualifications standards and guidance document. Note that Part A, as well as describing what candidates need to know for the test (where required), also indicates the level of skill expected when applying the skills in Part B.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV - internal verifier to indicate achieved (✓), or not yet achieved (%)

Level 2 may be achieved through the presentation of one or more activities. All activities must have a clear purpose for applying number skills.

At least **one** activity presented **must be complete** (evidencing all 3 parts of the cycle, tracking through each of N2.1, N2.2 and N2.3 and covering all assessment criteria in relation to the purpose and the chosen calculation types a) and/or b) and/or c) and/or d).

If this activity does not cover all calculation types and requisite number of sources, further activity(ies) must be presented with clear purpose(es). These must cover at least, all assessment criteria in either N2.1 and N2.2 or N2.2 and N2.3. It is however **recommended** that all activities should be complete, covering all three components.

Activity title(s)	1	2	3	

Assessment criteria

Each activity presented must be complete (ie cover all assessment criteria). Portfolio evidence must show that the candidate has for **each** activity:

N2.1	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
stated activity purpose clearly						
chosen how to obtain the information to meet the purpose						
obtain information and named the source(s)						
chosen appropriate methods (ie decided which calculations were needed to obtain results from the information)						

See next page

Application of Number level 2 (continued)

	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
N2.2						
shown at least one two-step calculation with full working						
used an appropriate level of accuracy						
described and shown checking methods						
N2.3						
described results and findings in writing						
supported/clarified results and findings using formats (likely to be graphs, charts, diagram as required below) appropriate to the nature of the data being presented						
described results and related them to the original stated purpose						

Component requirements

The Application of Number portfolio as a whole (but not necessarily each activity) must contain all component requirements. Portfolio evidence must also contain:

	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
N2.1						
data from a graph or chart source						
data from at least one other different source (for use in N2.2 calculations)						

See next page

Application of Number level 2 (continued)

N2.2	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
two-step calculation (showing full working, level of accuracy and explicit check) involving amounts or sizes						
two-step calculation (showing full working, level of accuracy and explicit check) involving scales or proportion						
two-step statistical calculation (showing full working, level of accuracy and explicit check)						
two-step calculation (showing full working, level of accuracy and explicit check) using a formula						
statistical comparison of two data sets (each with a minimum size 20 items)						

See next page

Application of Number level 2 (continued)

N2.3	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
graph, chart or diagram supporting results						
description/explanation of graph, chart or diagram						
A (second) different graph, chart or diagram supporting results*						
description/explanation of (second) different graph chart or diagram						

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

The above signatures also serve as a declaration that the work is authentic and has been produced only by the named candidate.

The candidate's signature is only necessary where s/he has not signed to authenticate the work elsewhere, eg in the logbook.

* Candidates may use two charts, two diagrams or one of each when presenting their findings If two charts or diagrams are used, they should be of different types.

Portfolio referencing assessor and internal verifier confirmation checklist

Application of Number level 3

Refer also to pages 64-69 of the 2004 key skills qualifications standards and guidance document. Note that Part A, as well as describing what candidates need to know for the test (where required), also indicates the level of skill expected when applying the skills in Part B.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV - internal verifier to indicate achieved (✓), or not yet achieved (%)

Level 3 may be achieved through the presentation of one or more activities. Each activity must have a clear purpose, must be appropriate for level 3 (a series of tasks where techniques are relatively sophisticated, eg interrelated multi-stage calculations) and **must be complete**.

Activity title(s)	1				
		2			
		3			

Assessment criteria

Each activity presented must be complete (ie cover all assessment criteria). Portfolio evidence must show that the candidate has for **each** activity:

N3.1	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
stated activity purpose clearly						
planned how to get the information						
obtained the information						
planned how to use information (chosen appropriate methods to obtain results and justified the choice, ie decided which calculations were needed to obtain results from the information and explained why these calculations were used)						

See next page

Application of Number level 3 (continued)

	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
N3.2						
shown at least one multi-stage calculation with full working						
used an appropriate and stated level of accuracy						
described and shown checking methods						
N3.3						
Interpreted and described results and findings in writing						
supported/clarified results and findings using formats (likely to be a graphs, charts, diagram as required below) appropriate to the nature of the data being presented						
justified the choice of presentation						
related results to the original stated purpose						

Component requirements

The Application of Number portfolio as a whole (but not necessarily each activity) must contain all component requirements. Portfolio evidence must also contain:

	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
N3.1						
data from one source containing 50+ items (data must be used in subsequent N3.2 calculations)						
data from at least one other different source (data must be used in subsequent N3.2 Calculations)						

See next page

Application of Number level 3 (continued)

N3.2	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
multi-stage calculation (with full working, use of appropriate accuracy and explicit check) involving amounts or sizes						
multi-stage calculation (with full working, use of appropriate accuracy and explicit check) involving scales or proportions						
multi-stage statistical calculation (with full working, use of appropriate accuracy and explicit check)						
multi-stage calculation (with full working, use of appropriate accuracy and explicit check) involving use of a formula						

See next page

Application of Number level 3 (continued)

N3.3	PR(s)					Comments on the evidence to provide feedback to assessors/candidates.
	1	2	3	AA	IV	
graph, chart or diagram supporting results						
description/explanation of graph, chart or diagram						
justification for use of graph, chart or diagram						
a (second) different graph, chart or diagram supporting results						
description/explanation of (second) graph, chart or diagram						
justification for use of (second) graph, chart or diagram						

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

The above signatures also serve as a declaration that the work is authentic and has been produced only by the named candidate.

The candidate's signature is only necessary where s/he has not signed to authenticate the work elsewhere, eg in the logbook.

Portfolio referencing assessor and internal verifier confirmation checklist

Information and Communication Technology level 1

Refer also to pages 77-80 of the 2004 key skills qualifications standards and guidance document. Note that Part A, as well as describing what candidates need to know for the test (where required), also indicates the level of skill expected when applying the skills in Part B.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV - internal verifier to indicate achieved (✓), or not yet achieved (%)

ICT1.1	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Activity 1				
Stated the purpose for using ICT and outcome expected for this activity				
Clearly showed evidence of selecting information relevant to the activity and associated ICT task				
Activity 2 (must be distinctly different to Activity 1)				
Stated the purpose for using ICT and outcome expected for this activity				
Clearly shows evidence of selecting information relevant to the activity and the associated ICT task				
Across the two activities				
used at least one ICT source				
used at least one non-ICT source				
ICT1.2				
Entered and developed information using appropriate formats				
Presented explicit evidence of saving information so that it can be found easily				

See next page

Information and Communication Technology level 1 (continued)

ICT1.3	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
At least one example of text				
At least one example of image				
At least one example of number				
One example of purposeful use of email as part of at least one of the tasks				
Activity 1				
Used appropriate layouts in a consistent way				
Developed accurate and clear presentation to suit the activity				
Activity 2				
Used appropriate layouts in a consistent way				
Developed accurate and clear presentation to suit the activity				

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

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Portfolio referencing assessor and internal verifier confirmation checklist

Information and Communication Technology level 2

Refer also to pages 81-85 of the 2004 key skills qualifications standards and guidance document. Note that Part A, as well as describing what candidates need to know for the test (where required), also indicates the level of skill expected when applying the skills in Part B.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV - internal verifier to indicate achieved (✓), or not yet achieved (%)

Note that the second activity must differ in **significant** aspects to Activity 1.

ICT2.1	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Activity 1				
Declared the purpose and outcome expected for this activity				
Searched for information and noted source				
Selected information with clear link to the task				
Activity 2				
Declared the purpose and outcome expected for this activity				
Searched for information and noted the different source used to that in Activity 1				
Selected information with clear link to the task				
Across the two activities				
Used one ICT source				
Used non-ICT source				
Used one multiple search criteria				

See next page

Information and Communication Technology level 2 (continued)

ICT2.1 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Activity 1				
Entered and combined information using formats that help development				
Developed information and derived new information to suit the task				
Activity 2				
Entered and combined information using formats that help development				
Developed information and derived new information to suit the task				
ICT2.3				
Activity 1				
Selected and used appropriate layouts				
Presented combined information in an integral way				
Developed a presentation suitable for purpose				
Work is accurate, clearly presented and with explicit evidence of how it was saved.				
Activity 2				
Selected and used appropriate layouts				
Presented combined information in an integral way				
Developed a presentation suitable for purpose				
Work is accurate, clearly presented and with explicit evidence of how it was saved				

See next page

Information and Communication Technology level 2 (continued)

ICT2.3 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Across the two activities there is at least one example of				
Text (combined with image and/or number)	_____	_____	_____	_____
Image (combined with text and/or number)	_____	_____	_____	_____
Number (combined with text and/image)	_____	_____	_____	_____
Purposeful use of email as part of at least one of the activities	_____	_____	_____	_____

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

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Portfolio referencing assessor and internal verifier confirmation checklist

Information and Communication Technology level 3

Refer also to pages 86-90 of the 2004 key skills qualifications standards and guidance document. Note that Part A, as well as describing what candidates need to know for the test (where required), also indicates the level of skill expected when applying the skills in Part B.

Code : PR - portfolio page reference to locate specific evidence
 AA - assessor initials to indicate acceptance of the standard
 IV - internal verifier to indicate achieved (✓), or not yet achieved (%)

Note that all **three** components and their associated assessment criteria must be covered twice.

ICT3.1	PR	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Candidate presents at least one major task that covers ICT3.1, ICT3.2 and ICT3.3 in sequence	MT				
Presented a clear plan of how to obtain and use information as required by the task					
Recorded source(s) for the task					
ICT based information sources					
and/or non-ICT based information sources					
Selected appropriate and relevant information					
Further activities covering each component a second time. These additional tasks can be organised to cover one or more components	FT 1	FT 2			
Planned how to obtain and use information as required by the task					

See next page

Information and Communication Technology level 3 (continued)

					Comments on the evidence to provide feedback to assessors/ candidates.
	PR	PR	AA	IV	
ICT3.1 (continued)					
Recorded source(s) for the task to cover one or more components					
ICT based information sources	—	—	—	—	
and/or non-ICT based information sources	—	—	—	—	
Selected appropriate and relevant information	—	—	—	—	
Candidate has provided evidence of at least one multiple criteria search in either the major task or the additional task(s)	—	—	—	—	
ICT3.2					
Entered and brought together information					
Used formats to help development	—		—	—	
Used software features to improve efficiency of process	—		—	—	software used?
Explored, developed information; and derived new information	—		—	—	
Candidate showed understanding of the process by annotating or documenting the work	—		—	—	
Evidenced taking account of the views of others	—		—	—	
The tasks have distinctly different aspects to that of the major task	—		—	—	

See next page

Information and Communication Technology level 3 (continued)

					Comments on the evidence to provide feedback to assessors/ candidates.
	PR	PR	AA	IV	
Further tasks	Entered and brought together information	—	—	—	
	Used software features to improve efficiency of process	—	—	—	software used?
	Explored, developed information; and derived new information	—	—	—	
	Candidate showed understanding of the process by annotating or documenting the work	—	—	—	
	Evidencing taking account of the views of others	—	—	—	
	ICT3.3	█	█	█	█
Major task	Stated the target audience for the presentation	—	—	—	
	Developed the presentation using views of others	—	—	—	
	Presented info: using appropriate style and format to suit the declared audience	—	—	—	
	Checked work for clarity, accuracy and consistency	—	—	—	

See next page

Information and Communication Technology level 3 (continued)

	ICT3.3 (continued)	PR	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Further tasks	Stated the different target audience for the presentation	—	—	—	—	
	Developed the presentations using views of others	—	—	—	—	
	Presented info: using appropriate style and format to suit the declared audience	—	—	—	—	
	Checks work for accuracy and sense	—	—	—	—	
	Across the activities there is at least one example of	■	■	■	■	
	Text combined with image and/or number	—	—	—	—	
	Image combined with text and/or number	—	—	—	—	
	Number combined with text and/or image	—	—	—	—	
	Within the portfolio at least one example of purposeful use of email with an attachment relating to the associated task	—	—	—	—	

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Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

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Portfolio referencing assessor and internal verifier confirmation checklist

Working With Others level 1

Refer also to pages 22-27 of the 2004 key skills qualifications standards and guidance document (for wider key skills). Note that Part A, as well as describing what candidates need to know to accomplish the tasks for the portfolio, also indicates the level of skill expected when applying the skills in Part B.

Assessors and internal verifiers must ensure that the Part A affirmation/questioning process is covered (see **Wider key skills – assessment requirements** section of this centre guide for details) with every candidate. The questions should only be answered once assessors are confident that all Part B requirements have been met. The responses should complement the portfolio and is subject to the internal/external verification process.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV – internal verifier to indicate achieved (✓), or not yet achieved (%)

Part A affirmation	AA	IV	State the type of evidence presented, eg audio, written, assessor records, etc
Knowledge and understanding has been confirmed by answering Part A questions as appropriate			

Two examples of working with others are required; one involving work in a **one-to-one situation and one in a **group or team** situation.**

WO1.1	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
One-to-one				
Has identified partner				
Has confirmed understanding of the given objectives for paired working				
Planned and stated who is going to do what				
Stated what materials, tools, help are needed				
Checked any health and safety requirements				
Group or team				
Has identified other group/team members				

See next page

Working With Others level 1 (continued)

WO1.1 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Has confirmed understanding of what the team has to achieve				
Identified clearly own and others responsibilities				
Identified sources of help plus materials and any equipment required				
Checked health and safety requirements				
WO1.2				
One-to-one				
Has carried out and evidenced own tasks, working safely using given methods				
Has asked for help from and offered support to others as required				
Has responded accurately to 'what if' enquiries as appropriate				
Group or team				
Has carried out and evidenced own tasks, working safely using given methods				
Has asked for help and given support to the group or team				
Has responded with others to any 'what if' scenarios raised by the assessor/tutor				

See next page

Working With Others level 1 (continued)

WO1.3	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
One-to-one				
Has identified if objectives were achieved or not	—	—	—	
Has identified what went well and what went less well	—	—	—	
Has evaluated own contribution and that of partner	—	—	—	
Has suggested ways of improving working arrangements and methods next time	—	—	—	
Group or team				
Has identified if the objectives of collaborative working were met	—	—	—	
Has identified with what went well and what went less well	—	—	—	
Has reviewed and evaluated own contribution and that of others when working as part of a group or team	—	—	—	
Has suggested ways of improving working arrangements and methods next time	—	—	—	

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

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Portfolio referencing assessor and internal verifier confirmation checklist

Working With Others level 2

Refer also to pages 28-33 of the 2004 key skills qualifications standards and guidance document (for wider key skills). Note that Part A, as well as describing what candidates need to know to accomplish the tasks for the portfolio, also indicates the level of skill expected when applying the skills in Part B.

Assessors and internal verifiers must ensure that the Part A affirmation/questioning process is covered (see **Wider key skills – assessment requirements** section of this centre guide for details) with every candidate. The questions should only be answered once assessors are confident that all Part B requirements have been met. The responses should complement the portfolio and is subject to the internal/external verification process.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV – internal verifier to indicate achieved (✓), or not yet achieved (%)

Part A affirmation	AA	IV	State the type of evidence presented, eg audio, written, assessor records, etc
Knowledge and understanding has been confirmed by answering Part A questions as appropriate			

Two examples of working with others are required, at least one of which must be of working in a group or team situation.

WO2.1	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Example 1 (with group or team)				
Has identified other group/team members				
Has planned, discussed and confirmed with others what the team is trying to achieve				
Identified clearly own and others' responsibilities				
Stated what materials, tools, help are needed and how to get them				
Carried out appropriate Health & Safety risk assessments				

See next page

Working With Others level 2 (continued)

WO2.1 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 2				
Has identified working partner(s)				
Has clearly evidenced what needs to be achieved by collaborative working				
Planned, discussed and stated who is going to do what and confirmed working arrangements				
Stated what materials, tools, help are needed and how to get them				
Check health and safety requirements and carried out risk assessment as appropriate				
WO2.2				
Example 1 (with group or team)				
Has carried out and evidenced own responsibilities, working safely with others using agreed methods				
Has checked progress with others				
Has asked for help and given support to others as needed				
Example 2				
Has carried out and evidenced own tasks, working safely with partner(s) using agreed methods				
Has checked progress, asked for help from and offered support to partner(s) as needed				

See next page

Working With Others level 2 (continued)

WO2.3	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 1 (with group or team)				
Has identified if the agreed objectives of collaborative working were achieved or not				
Has identified with what went well and what went less well				
Has reviewed and evaluated own contribution and that of others when working as part of a group or team				
Has suggested and agreed with others ways of improving working arrangements and methods next time				
Example 2				
Has identified if agreed objectives were achieved or not				
Has identified what went well and what went less well				
Has evaluated own contribution in relation to that of partner(s)				
Has suggested ways of improving collaborative working arrangements and methods next time				

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

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Portfolio referencing assessor and internal verifier confirmation checklist

Working With Others level 3

Refer also to pages 34-39 of the 2004 key skills qualifications standards and guidance document (for wider key skills). Note that Part A, as well as describing what candidates need to know to accomplish the tasks for the portfolio, also indicates the level of skill expected when applying the skills in Part B.

Assessors and internal verifiers must ensure that the Part A affirmation/questioning process is covered (see **Wider key skills – assessment requirements** section of this centre guide for details) with every candidate. The questions should only be answered once assessors are confident that all Part B requirements have been met. The responses should complement the portfolio and is subject to the internal/external verification process.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV – internal verifier to indicate achieved (✓), or not yet achieved (%)

Part A affirmation	AA	IV	State the type of evidence presented, eg audio, written, assessor records, etc
Knowledge and understanding has been confirmed by answering Part A questions as appropriate			
WO3.1	PR	AA	Comments on the evidence to provide feedback to assessors/ candidates.
Has identified other members of the group or team			
Has clearly evidenced what are the realistic objectives to be achieved by working collaboratively in the group or team			
Produced detailed evidence of planning , discussing and agreeing with others roles, responsibilities, priorities, timescales and working arrangements by using effective inter-personal skills			
Clearly stated own agreed role and responsibilities within the group endeavour			
Identified what materials, tools, help are needed and how to get them			

See next page

Working With Others level 3 (continued)

WO3.1 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Checked health and safety requirements and carried out risk assessment as appropriate to the planned outcome				
WO3.2				
Provided evidence of sharing accurate information on progress on at least two occasions, adjusting strategies and action accordingly				
Has organised and carried out own agreed tasks and responsibilities safely and efficiently, pacing work and meeting agreed deadlines				
Has evidenced how disagreements and conflicts with others have been dealt with				
Has responded appropriately to any 'what if' enquiries from assessor/supervisor				

See next page

Working With Others level 3 (continued)

WO3.3	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Has identified if agreed objectives were achieved or not				
Has identified what went well and what went less well in the collaborative working, identifying the factors that influenced the process				
Has evaluated own contribution in relation to that of others in influencing the outcome				
Has included a collaborative report, with statements by those involved, suggesting ways of improving collaborative working arrangements, relationships and methods next time				

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

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Portfolio referencing assessor and internal verifier confirmation checklist

Improving Own Learning and Performance level 1

Refer also to pages 40-46 of the 2004 key skills qualifications standards and guidance document (for wider key skills). Note that Part A, as well as describing what candidates need to know to accomplish the tasks for the portfolio, also indicates the level of skill expected when applying the skills in Part B.

Assessors and internal verifiers must ensure that the Part A affirmation/questioning process is covered (see **Wider key skills – assessment requirements** section of this centre guide for details) with every candidate. The questions should only be answered once assessors are confident that all Part B requirements have been met. The responses should complement the portfolio and is subject to the internal/external verification process.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV – internal verifier to indicate achieved (✓), or not yet achieved (%)

Part A affirmation	AA	IV	State the type of evidence presented, eg audio, written, assessor records, etc
Knowledge and understanding has been confirmed by answering Part A questions as appropriate			
At least two examples of meeting the standard are required, each covering at least two targets. Candidates must use two different ways of learning to improve their own learning and performance.			
LP1.1	PR	AA	Comments on the evidence to provide feedback to assessors/ candidates.
Example 1			
Has demonstrated understanding of 'targets' by confirming given targets with person setting them			
Has worked with tutor/supervisor etc and identified at least two targets for achievement			
Developed, with help, a SMART action plan / individual learning plan containing action points and deadlines for each target			
Indicated where to get help and identified who will review progress and when			

See next page

Improving Own Learning and Performance level 1 (continued)

LP1.1 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 2				
Has demonstrated understanding of 'targets' by confirming given targets with person setting them				
Has worked with tutor/supervisor etc and identified at least two targets for achievement				
Developed, with help, a SMART action plan or individual learning plan containing action points and deadlines for each target				
Indicated where to get help and identified who will review progress and when				
LP1.2				
Example 1				
Worked through action points in SMART plan or ILP making changes if required and meeting negotiated deadlines				
Used way(s) of learning agreed with tutor/supervisor				Identify way(s) of learning used
Used support from others effectively				
Example 2				
Worked through action points in SMART plan or ILP making changes if required and meeting negotiated deadlines				
Used different way(s) of learning agreed with tutor/supervisor to that used in Example 1				Identify way(s) of learning used
Used support from others effectively				

See next page

Improving Own Learning and Performance level 1 (continued)

LP1.3	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 1				
Explained <ul style="list-style-type: none">• what had been learned• how it was learned• what went well• what went less well				
Identified targets achieved – provided evidence of achievement				
Shown understanding of what needs to be done to improve performance further				
Example 2				
Explained <ul style="list-style-type: none">• what had been learned• how it was learned• what went well• what went less well				
Identified targets achieved – provided evidence of achievement				
Shown understanding of what needs to be done to improve performance further				
Candidate's name	signature	date completed		
Assessor's name	signature	date completed		
Internal verifier's name	signature	date completed		

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Portfolio referencing assessor and internal verifier confirmation checklist

Improving Own Learning and Performance level 2

Refer also to pages 47-52 of the 2004 key skills qualifications standards and guidance document (for wider key skills). Note that Part A, as well as describing what candidates need to know to accomplish the tasks for the portfolio, also indicates the level of skill expected when applying the skills in Part B.

Assessors and internal verifiers must ensure that the Part A affirmation/questioning process is covered (see **Wider key skills – assessment requirements** section of this centre guide for details) with every candidate. The questions should only be answered once assessors are confident that all Part B requirements have been met. The responses should complement the portfolio and is subject to the internal/external verification process.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV – internal verifier to indicate achieved (✓), or not yet achieved (%)

Part A affirmation	AA	IV	State the type of evidence presented, eg audio, written, assessor records, etc
Knowledge and understanding has been confirmed by answering Part A questions as appropriate			
At least two examples of meeting the standard are required, each covering at least two targets. Candidates must use two different ways of learning to improve their own learning and performance.			
LP2.1	PR	AA	Comments on the evidence to provide feedback to assessors/ candidates.
Example 1			
Provided appropriate information to negotiate and agree realistic targets for achievement with tutor/supervisor etc			
Has identified and agreed with tutor/supervisor at least two targets for achievement			
Developed a SMART action plan or individual learning plan containing action points with deadlines to achieve agreed targets			

See next page

Improving Own Learning and Performance level 2 (continued)

LP2.1 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Indicated where to get help and identified who will review progress and when				
Example 2				
Provided appropriate information to negotiate and agree realistic targets for achievement with tutor / supervisor etc				
Has identified and agreed with tutor / supervisor at least two targets for achievement				
Developed a SMART action plan / individual learning plan containing action points with deadlines to achieve agreed targets				
Indicated where to get help and identified who will review progress and when				
LP2.2				
Example 1				
Worked through action points in SMART plan or ILP making changes if required				
Managed time well				
Chose way(s) of learning and worked without close supervision				Identify way(s) of learning used
Identified learning style(s) used				
Used support from others effectively				

See next page

Improving Own Learning and Performance level 2 (continued)

LP2.2 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 2				
Worked through action points in SMART plan or ILP making changes if required				
Managed time well				
Chose way(s) of learning and worked without close supervision				Identify way(s) of learning used
Identified learning style(s) used				
Used support from others effectively				
LP2.3				
Example 1				
Identified and explained <ul style="list-style-type: none"> • what has been learned • how it was learned • how learning was used to help tackle another task 				
Identified targets achieved – provided evidence of achievement				
Candidate identified most suitable way(s) of learning for him/her				
Identified what needs to be done to further improve own performance				

See next page

Improving Own Learning and Performance level 2 (continued)

LP2.3 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 2				
Identified and explained <ul style="list-style-type: none">• what has been learned• how it was learned• how learning was used to help tackle another task	_____	_____	_____	_____
Identified targets achieved – provided evidence of achievement	_____	_____	_____	_____
Candidate identified most suitable way(s) of learning for him/her	_____	_____	_____	_____
Identified what needs to be done to further improve own performance	_____	_____	_____	_____

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

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Portfolio referencing assessor and internal verifier confirmation checklist

Improving Own Learning and Performance level 3

Refer also to pages 53-57 of the 2004 key skills qualifications standards and guidance document (for wider key skills). Note that Part A, as well as describing what candidates need to know to accomplish the tasks for the portfolio, also indicates the level of skill expected when applying the skills in Part B.

Assessors and internal verifiers must ensure that the Part A affirmation/questioning process is covered (see **Wider key skills – assessment requirements** section of this centre guide for details) with every candidate. The questions should only be answered once assessors are confident that all Part B requirements have been met. The responses should complement the portfolio and is subject to the internal/external verification process.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV – internal verifier to indicate achieved (✓), or not yet achieved (%)

Part A affirmation	AA	IV	State the type of evidence presented, eg audio, written, assessor records, etc
Knowledge and understanding has been confirmed by answering Part A questions as appropriate			

Example must cover at least **three** targets and overall show the use of **two** different ways of learning.

LP3.1	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Clear declaration of what candidate is setting out to achieve				
Declared sources of information – people, materials, websites etc to: <ul style="list-style-type: none">• Identify ways to achieve objectives• Identify factors that might affect plans				
Produced a SMART plan with at least three targets				
Plan produced and confirmed at the start of the process				

See next page

Improving Own Learning and Performance level 3 (continued)

LP3.1 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Plan has action points for each target including planned use of at least two different ways of learning to achieve the objectives				
Plan indicated how time is to be managed to achieve the targets				
Plan included who will provide any support and advice in the event of difficulty				
Plan included points to monitor progress and make adjustments if required				
LP3.2				
Accepted responsibility and acted independently most of the time to implement plan				
Used planned reviews to reflect on process and progress				
Revised plan as necessary				
Managed time effectively in meeting action points				
Identified and used at least two preferred ways of learning to achieve the planned targets				

See next page

Improving Own Learning and Performance level 3 (continued)

LP3.3	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Provided information on ways learning was used to meet new demands or deal with factors affecting quality of outcomes				
Identified and demonstrated with appropriate evidence, those targets achieved				
Agreed with appropriate persons how performance could be improved further				

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

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Portfolio referencing assessor and internal verifier confirmation checklist

Problem Solving level 1

Refer also to **pages 58-64** of the 2004 key skills qualifications standards and guidance document (for wider key skills). Note that Part A, as well as describing what candidates need to know to accomplish the tasks for the portfolio, also indicates the level of skill expected when applying the skills in Part B.

Assessors and internal verifiers must ensure that the Part A affirmation/questioning process is covered (see **Wider key skills – assessment requirements** section of this centre guide for details) with every candidate. The questions should only be answered once assessors are confident that all Part B requirements have been met. The responses should complement the portfolio and is subject to the internal/external verification process.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV – internal verifier to indicate achieved (✓), or not yet achieved (%)

Part A affirmation	AA	IV	State the type of evidence presented, eg audio, written, assessor records, etc
Knowledge and understanding has been confirmed by answering Part A questions as appropriate			

At least **two** examples of meeting the standard are required, each covering a **different** problem. Each example must identify at least **two different** ways of tackling the problem (for PS1.1).

PS1.1	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Example 1				
Identified, in consultation with appropriate person, what is known/not known about the problem and how it might affect self and others				
Explained how s/he will know if the problem has been solved				
Clearly stated two different ways of tackling the problem				

See next page

Problem Solving level 1 (continued)

PS1.1 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 2				
Identified, in consultation with appropriate person, what is known/not known about the problem and how it might affect self and others				
Explained how s/he will know if the problem has been solved				
Clearly stated two different ways of tackling the problem				
PS1.2				
Example 1				
In consultation with assessor/supervisor etc confirmed the approach selected for tackling the problem				
Presented a plan of how to tackle the problem				
Listed methods and steps for working through the problem with timescales, materials required etc				
Identified where help is available if required				
Worked safely through the plan using support as required to tackle the problem				
Example 2				
In consultation with assessor/supervisor etc confirmed the approach selected for tackling the problem				
Presented a plan of how to tackle the problem				

See next page

Problem Solving level 1 (continued)

PS1.2 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Listed methods and steps for working through the problem with timescales, materials required etc				
Identified where help is available if required				
Worked safely through the plan using support as required to tackle the problem				
PS1.3				
Example 1				
Used given methods to identify the extent to which problem has been solved or not				
Identified what went well and what went less well when applying methods for solving the problem				
Identified what is needed to improve own skills for each stage of the problem solving process as appropriate				

See next page

Problem Solving level 1 (continued)

PS1.3 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 2				
Used given methods to identify the extent to which problem has been solved or not				
Identified what went well and what went less well when applying methods for solving the problem				
Identified what is needed to improve own skills for each stage of the problem solving process as appropriate				

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

The above signatures also serve as a declaration that the work is authentic and has been produced only by the named candidate.

The candidate's signature is only necessary where s/he has not signed to authenticate the work elsewhere, eg in the logbook.

Portfolio referencing assessor and internal verifier confirmation checklist

Problem Solving level 2

Refer also to pages 65-70 of the 2004 key skills qualifications standards and guidance document (for wider key skills). Note that Part A, as well as describing what candidates need to know to accomplish the tasks for the portfolio, also indicates the level of skill expected when applying the skills in Part B.

Assessors and internal verifiers must ensure that the Part A affirmation/questioning process is covered (see **Wider key skills – assessment requirements** section of this centre guide for details) with every candidate. The questions should only be answered once assessors are confident that all Part B requirements have been met. The responses should complement the portfolio and is subject to the internal/external verification process.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV – internal verifier to indicate achieved (✓), or not yet achieved (%)

Part A affirmation	AA	IV	State the type of evidence presented, eg audio, written, assessor records, etc
Knowledge and understanding has been confirmed by answering Part A questions as appropriate			

At least **two** examples of meeting the standard are required, each covering a **different** problem. Each example must identify at least **two different** ways of tackling the problem (for PS2.1).

PS2.1	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Example 1				
Supplied information and worked with assessor/supervisor etc to identify an appropriate problem				
Described what is known about the problem and how it affects candidate and others				
Explained how he/she will know if the problem has been solved				
Clearly stated two different ways of tackling the problem				

See next page

Problem Solving level 2 (continued)

PS2.1 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 2				
Supplied information and worked with assessor/supervisor etc to identify an appropriate problem				
Described what is known about the problem and how it affects candidate and others				
Explained how he/she will know if the problem has been solved				
Clearly stated two different ways of tackling the problem				
PS2.2				
Example 1				
In consultation with assessor/supervisor etc confirmed the approach selected for tackling the problem				
Presented a plan of how to tackle the problem				
Listed methods and steps for working through the problem with timescales, materials and other resources required etc				
Identified where help is available if required				
Worked safely through the plan using support as required to tackle the problem				
Monitored and revised plan as necessary				

See next page

Problem Solving level 2 (continued)

PS2.2 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 2				
In consultation with assessor/supervisor etc confirmed the approach selected for tackling the problem				
Presented a plan of how to tackle the problem				
Listed methods and steps for working through the problem with timescales, materials and other resources required etc				
Identified where help is available if required				
Worked safely through the plan using support as required to tackle the problem				
Monitored and revised plan as necessary				
PS2.2				
Example 1				
Using given methods, has identified the extent to which problem has been solved or not				
Described the results and identified what went well and what went less well at each stage of the process of tackling the problem				
Identified ways to improve own skills for each stage of the problem solving process as appropriate				

See next page

Problem Solving level 2 (continued)

PS2.3 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Example 2				
Using given methods, has identified the extent to which problem has been solved or not				
Described the results and identified what went well and what went less well at each stage of the process of tackling the problem				
Identified ways to improve own skills for each stage of the problem solving process as appropriate				

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

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The candidate's signature is only necessary where s/he has not signed to authenticate the work elsewhere, eg in the logbook.

Portfolio referencing assessor and internal verifier confirmation checklist

Problem Solving level 3

Refer also to pages 71-76 of the 2004 key skills qualifications standards and guidance document (for wider key skills). Note that Part A, as well as describing what candidates need to know to accomplish the tasks for the portfolio, also indicates the level of skill expected when applying the skills in Part B.

Assessors and internal verifiers must ensure that the Part A affirmation/questioning process is covered (see **Wider key skills – assessment requirements** section of this centre guide for details) with every candidate. The questions should only be answered once assessors are confident that all Part B requirements have been met. The responses should complement the portfolio and is subject to the internal/external verification process.

Code : PR - portfolio page reference to locate specific evidence
AA - assessor initials to indicate acceptance of the standard
IV – internal verifier to indicate achieved (✓), or not yet achieved (%)

Part A affirmation	AA	IV	State the type of evidence presented, eg audio, written, assessor records, etc
Knowledge and understanding has been confirmed by answering Part A questions as appropriate			

Example must explore at least **three different ways** tackling the problem (for PS3.1).

PS3.1	PR	AA	IV	Comments on the evidence to provide feedback to assessors/ candidates.
Identified a problem with a number of sub-problems, affected by a range of factors				
Identified, analysed and accurately described the main features of the problem eg sub-problems, effects on others etc				
Clearly described, after agreement with others, how he/she will know if the problem has been solved				
Explored and compared strengths, weaknesses and risks of at least three different ways of tackling the problem				

See next page

Problem Solving level 3 (continued)

PS3.1 (continued)	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Clearly stated the selected method for tackling the problem				
Justified the selection of the chosen method for tackling the problem				
PS3.2				
Presented a detailed plan of how to tackle the problem				
Included methods, sub-steps, timescales, points for checking progress, materials and other resources required etc				
Assessed any risk factors and health and safety requirements involved in implementing the plan				
Received go-ahead for implementation of plan from appropriate person				
Worked safely through the plan using appropriate support and feedback as required to tackle the problem				
Monitored and revised plan as necessary				

See next page

Problem Solving level 3 (continued)

PS3.3	PR	AA	IV	Comments on the evidence to provide feedback to assessors/candidates.
Identified in consultation with appropriate persons, clearly stated methods for checking if the problem has been solved				
Has applied methods and then described in detail the results				
Stated conclusions about extent of success in solving the problem				
Reviewed and explained strengths and weakness at each stage of the problem solving process				
Identified whether other approaches might have proved more effective				

Candidate's name	signature	date completed
Assessor's name	signature	date completed
Internal verifier's name	signature	date completed

The above signatures also serve as a declaration that the work is authentic and has been produced only by the named candidate.

The candidate's signature is only necessary where s/he has not signed to authenticate the work elsewhere, eg in the logbook.

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Record of internal verifier feedback to assessor

From (internal verifier)

To (assessor)

Key skill	level
Candidate	City & Guilds ENR
Sample taken	date

Details of feedback

Assessor signature _____ date _____

Internal verifier signature _____ date _____

Action required

By when?

Action completed

Assessor signature _____ Date _____

Internal verifier signature _____ Date _____

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Internal verification sampling matrix

Note a **separate** form needs to be completed for **each** key skill and level.

Internal verifier's signature

date

* Where required.

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Appendix VII

Relevant sources of information

City & Guilds' key skills website – www.key-skills.org

England

The Qualifications and Curriculum Authority (QCA)

Basic and key skills team

Tel: 020 7509 5555

Website: www.qca.org.uk/keyskills

Department for Education and Skills (DfES)

Key skills policy team

Tel: 0114 259 3542

Website: www.dfes.gov.uk/keyskills

Key Skills Support Programme

The Key Skills Support Programme is funded by DfES and aims to help practitioners in training providers, schools and colleges to improve the quality of key skills provision and to support the preparation of young people for the key skills qualifications.

The Programme is managed for schools and colleges by the Learning and Skills Development Agency (LSDA) and for work-based providers by Learning for Work Ltd (LfW).
Tel (LSDA): 020 7962 1066
Tel (LfW): 0118 947 2000
Website: www.keyskillssupport.net

Northern Ireland

Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA)

Tel: 028 9026 1200

Website: www.ccea.org.uk

Department of Education Northern Ireland

Tel. 028 9127 9279

Website: www.deni.gov.uk

Department for Employment & Learning Northern Ireland

Tel: 028 9025 7777

Website: www.delni.gov.uk

Wales

The Qualifications, Curriculum and Assessment Authority for Wales (ACCAC)

Tel: 029 2037 5400;

Website: www.accac.org.uk

Welsh Assembly Government Education Department

Tel: 029 2082 6018

Key Skills Support Programme Wales

The Key Skills Support Programme for Wales is funded by the Welsh Assembly Government and managed by Dysgw - the Learning and Skills Development Agency for Wales.

Tel: 029 2074 1820

Website: www.keyskillssupport.net/cymru

Scottish core skills

The key skills standards were devised by the regulatory authorities for England, Wales and Northern Ireland. Separate standards known as core skills have been developed by the Scottish Qualifications Authority for learners in Scotland.

City & Guilds is accredited to offer Workplace Core Skills (scheme 3628). More information about these units can be found on this dedicated City & Guilds website – www.core-skills.org.uk

Appendix VIII

Glossary of terms

Evidence: what candidates need to produce to prove they have the skills required to meet Part B of the relevant key skills standard. Evidence might include items that have been made, written material, artwork, photographs, audio/video recordings, computer print-outs, diagrams, and assessors/witness records. Some evidence may cover more than one key skill, eg ICT-generated text and images (such as graphs and charts), could be used for Communication, for presenting findings in Application of Number, as well as Information and Communication Technology.

Portfolio: the term given to the collection of evidence gathered to meet the requirements laid down in Part B of the relevant key skills standard. Portfolio evidence need not be physically held in one location, although all evidence in the portfolio must be clearly referenced to the relevant component and assessment criteria within the standard.

Regulatory authorities: the public bodies responsible for the regulation of external qualifications in each of the UK nations, ie for key skills QCA in England, ACCAC in Wales and CCEA in Northern Ireland. These three bodies are jointly responsible for developing the key skills standards.

Proxy qualifications: qualifications specified on a list published by the regulatory authorities that entitle candidates to proxy exemption from part of the assessment (normally the test where this is required) for a particular key skill that they are working towards.

Proxy exemption: where candidates are exempt from part of the assessment (normally the test, where this is required) of a key skill that they are working towards as a result of holding a valid and current proxy qualification (see above).

Relaxation ruling: sets out the government's expectations about the key skills qualifications learners are expected to work towards, taking into account any A*-C grade GCSEs they already hold in 'relevant' subjects. For apprenticeships, the Relaxation ruling allows learners to be exempted from needing to achieve particular key skills for framework completion.

Straightforward subject:* those subjects and materials often met in work, studies or other activities. Content is put across in a direct way with the main points being easily identified. Usually, sentence structures are simple with familiar vocabulary.

Straightforward activity:* an activity in which the overall objective, target or problem is given, or easily identified, and it is fairly clear how to break down the activity into manageable tasks. Topics and situations are generally familiar, although some parts of the activity may be new.

Complex subject:* those subjects and materials that presents a number of ideas, some of which may be abstract, very detailed or require dealing with sensitive issues. The relationship of ideas and lines of reasoning may not be immediately clear. Specialised vocabulary and complicated sentence structures may be used.

Complex activity:* an activity in which the overall objective, target or problem usually needs to be negotiated with others. The component tasks, and the relationship between them, may not be immediately clear. Topics covered are those that include a number of ideas, some of which may be unfamiliar.

* See notes on following page about these terms.

Substantial activity^{*}: an activity that includes a number of related tasks, where the results of one task will affect the carrying out of the others (eg in Application of Number an activity that involves obtaining and interpreting information, using this information when carrying out calculations and explaining how the results meet the purpose of the activity).

Extended document^{*}: a document such as a text book, report, article or essay of that is normally more than 1000 words in length (though also needs to be fit for purpose). Extended documents may deal with straightforward or complex subjects and include images such as diagrams, pictures and charts..

Tutor/trainer: the person who takes learners through the learning process, allowing them to learn and practise skills before undergoing assessment.

Assessor: a designated person at the centre who is competent to assess key skills evidence.

Internal verifier: a designated person at the centre responsible for ensuring all assessors make consistent and accurate decisions when assessing key skills evidence.

Key skills co-ordinator: the person in overall charge of key skills within the centre who is responsible to City & Guilds for making sure that standards are maintained.

External verifier: a person appointed by City & Guilds to monitor the centre and ensure key skills portfolio assessment is being managed to a proper standard.

Witness testimony: a statement signed by a person other than the assessor who has witnessed something presented as evidence in the portfolio. The witness can only state what s/he has seen, not whether or not it shows the skills required have been demonstrated.

Objectives: the shared purpose towards which two or more people are working together. Objectives may be those set by an organisation, group or team.

Targets: the steps towards achieving personal, learning or career goals. Targets should be SMART: specific (say exactly what needs to be done), measurable (say how it can be shown that they have been met), achievable (challenging, but not too difficult), realistic (in terms of the opportunities and resources available) and time-related (include deadlines).

Problem: when there is a need or opportunity to bridge a gap between current and desired situations, and no ready solution is to hand.

* Note terms like 'straightforward', 'complex' and 'extended' are less commonly used within the 2004 key skills standards than they were in the 2000 specifications, although the concepts are still relevant.

Further information

Further information regarding centre/scheme approval or any aspect of assessment of our qualifications should be referred to the relevant City & Guilds regional/national office:

Region/nation	Telephone	Facsimile
City & Guilds Scotland	0131 226 1556	0131 226 1558
City & Guilds North East and Cumbria	0191 402 5100	0191 402 5101
City & Guilds North West	01925 897900	01925 897925
City & Guilds Yorkshire	0113 380 8500	0113 380 8525
City & Guilds Wales	029 2074 8600	029 2074 8625
City & Guilds West Midlands	0121 359 6667	0121 359 7734
City & Guilds East Midlands	01773 842900	01773 833030
City & Guilds South West	01823 722200	01823 444231
City & Guilds London and South East	020 7294 2820	020 7294 2419
City & Guilds Southern	020 7294 2724	020 7294 2412
City & Guilds Eastern	01480 308300	01480 308325
City & Guilds Northern Ireland	028 9032 5689	028 9031 2917
City & Guilds Customer Relations	020 7294 2800	020 7294 2400

Main City & Guilds website www.city-and-guilds.co.uk

City & Guilds' key skills website www.key-skills.org

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and training**