SVQ in Business and Administration level 2

Candidate Guidance

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The National Occupational Standards which form the basis of this award were developed by the Council for Administration. This document is for candidate use only and should not be used as substitute for the National Occupational Standards.

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Index

Section	Contents	Page
1	**General information about SVQs**	**1**
	— Introducing SVQs	2
	— Who offers SVQs	2
	— What is the structure of the Business and Administration SVQ	3
	— An example of an SVQ Unit	6
	— How is your SVQ achieved?	8
	— How is your SVQ assessed?	8
	— Who does what in SVQs	9
	— What is evidence?	10
	— Knowledge and Skills	10
	— How will my assessor check I have the knowledge listed in the standards?	11
	— What if I have previous experience and knowledge from work and other qualifications?	11
	— When can simulation be used?	11
	— Holistic and integrated approach to assessment	11
2	**How to compile your portfolio**	**13**
	— General information	13
	— Evidence collection process	15
	— Planning your portfolio	15
	— Starting your portfolio	16
	— Collecting your evidence	17
	— Presenting your evidence	17
	— Referencing your evidence	18
	— How to complete the index of evidence	18
	— Completing the Unit record of evidence	18
3	**Example forms**	**19**
	— Title page	19
	— Portfolio checklist	20
	— Award achievement record	21
	— Unit record of evidence	22
	— Evidence index matrix	24
	— Evidence gathering form	25
	— Evidence descriptor	27
	— Witness status list	28
	— Unit assessment plan	29

Introduction

The candidate guidance has been developed to provide you with all the information you will require to complete your SVQ. The guidance has been split into three main sections:

Section 1 — General information about SVQs
Section 2 — How to compile your portfolio
Section 3 — Sample forms

In addition to the candidate guidance, a candidate portfolio has been produced. The candidate portfolio is made up of all relevant Units to the SVQ (you only need to keep the Units which you are completing within your own portfolio) and blank sample forms, which you can print as many times as you require.

It is important that you read this guidance prior to undertaking your SVQ, as it will help to assist you in the production of your portfolio.

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Section 1 — General information about SVQs

Introducing SVQs

The qualification you are undertaking is a Scottish Vocational Qualification (SVQ).

SVQs are work-based qualifications which assess the skills and knowledge people have and need to perform their job role effectively. The qualifications are designed using national occupational standards.

For each industry sector there is a Standards Skills Council (SSC) which is made up of representatives from the industry or profession and it is the SSC's responsibility to develop the national occupational standards.

These standards define what employees, or potential employees, must be able to do, how well and in what circumstances to show they are competent in their work.

The Standards Skills Council for Business and Administration is: The Council for Administration

Access to SVQs is open to all and you can be assessed either against a particular Unit(s) or against the full SVQ. There are no entry requirements, no prescribed method of delivery and no time constraints for completion or age limits.

SVQs are available at five levels of achievement which reflect the various technical and supervisory skills, knowledge, and experience which employees should have as they progress in their industry.

Who offers SVQs?

An organisation which offers SVQs is called a centre. This may be a school, college, university, employer, training provider or a combination of these. The centre has responsibility for the quality of the qualification and is required to work within an awarding body's policies and guidelines.

The Scottish Qualifications Authority (SQA) is your awarding body for this SVQ. This means that we are an organisation approved by government to design qualifications and awards. An awarding body endorses candidates' certificates so that an employer can be sure the qualification has gone through a rigorous and effective assessment process. SQA provides qualifications throughout the world and was formed by the merger of the Scottish Examinations Board (SEB) and the Scottish Vocational Education Council (SCOTVEC).

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What is the structure of the Business and Administration SVQ?

All SVQs have a common structure and consist of national occupational standards which are broken down into Units and within each Unit there is a list of performance indicators and a set of knowledge statements.

Units	**Units** define the broad functions carried out in your particular job.
Performance Indicators	The level and quality of how you should carry out these functions is determined by a number of statements called **Performance Indicators**. **Performance Indicators** are used to judge your ability to meet a national standard for the task you are carrying out. Clusters are groups of related performance indicators (PIs). Each cluster of PIs relates to a specific area of the overall competence. e.g. In Unit 211 *Organise and support meetings*, PI cluster 1-8 relates to activities preparing for meetings, PI cluster 9-11 relates to activities at the meeting and PI cluster 12-14 activities after the meeting. Assessors and candidates should look at the cluster rather than the PIs individually when approaching evidence. It is important for assessors, candidates and internal verifiers to be aware of which PIs have been identified as contingencies.
Evidence Requirements	There are two major categories of evidence used in SVQ assessment. These are: ♦ **Performance Evidence** — this includes the outcomes of performance **(work products)** and **observation** of performance ♦ **Supporting Evidence** — the answers that you give to **questions** (either written or spoken, put to you by your assessor) and the **witness testimony** of other people with whom they work. For SVQ qualifications, candidates should be aiming to provide **performance evidence** for Performance Indicator clusters.
Knowledge	The section on **knowledge** states what you must know and understand and how this knowledge applies to your job. You must demonstrate to your Assessor that you have the required knowledge for each Unit that you complete.
Contingencies	These are performance indicators which candidates may find difficult to evidence through performance evidence. If this is the case responses to 'what if' scenarios, personal statements, responses through a storyboard or through oral or written questions can be used to generate evidence. Contingencies have been identified within the standards and previous assessment guidance.

To achieve the whole SVQ qualification, you must prove competence in **two mandatory** Units plus **three optional** Units which are shown in the following table.

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Please note the table below shows the Sector Skills Council identification codes listed alongside the corresponding SQA Unit numbers. It is important that the SQA Unit numbers are used in all your recording documentation and when your results are communicated to SQA. Sector Skills Council identification codes are **not valid** in these instances.

Mandatory Units *(both Units to be completed)*		
SQA Unit Number	**SSC Unit Number**	**Title**
DP7D 04	201	Carry Out Your Responsibilities at Work 2
DP7A 04	202	Work Within Your Business Environment 2

Optional Units *(three credits needed)*		
SQA Unit Number	**SSC Unit Number**	**Title**
DD56 04	110	Ensure Your Own Actions Reduce Risks to Health and Safety
DP80 04	203	Maintain Customer Relations
DP81 04	204	Manage Diary Systems
DP6F 04	205	Organise Business Travel and Accommodation
DP7K 04	206	Deal with Visitors
DE7Y 04	207	Process Customer Financial Transactions (FSSC)
DE81 04	208	Operate Credit Control Procedures (FSSC)
DP73 04	209	Store, Retrieve and Archive Information
DP6Y 04	210	Research and Report Information
DP8A 04	211	Organise and Support Meetings
DP75 04	219	Use a Telephone System
DP88 04	220	Operate Office Equipment
DP6K 04	221	Prepare Text from Notes
DP6M 04	222	Prepare Text from Shorthand
DP6L 04	223	Prepare Text from Recorded Audio Instructions

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SQA Unit Number	SSC Unit Number	Title
DP6P 04	224	Produce Documents
DP78 04	225	Work Effectively with Other People
DD7R 04	226	Calculate Critical Dates for Sentences
DD7Y 04	227	Make Administrative Arrangements for the Appearance of Individuals at Court
DD80 04	228	Make Administrative Arrangements for the Movement of Individuals Outside the Custodial Environment
DD7K 04	229	Administer Documentation for the Appeals Process
DD7M 04	230	Administer Personal Money for Individuals in Custody
DD83 04	231	Prepare Documentation to Help Authorities Decide the Conditions on which to Release Individuals from Custody
DD81 04	232	Make Administrative Arrangements for the Release of Individuals from Custody
DD7W 04	233	Contribute to Maintaining Security and Protecting Individuals' Rights in the Custodial Environment
DJ5N 04	212	Use IT Systems (IT User)
DJ5W 04	213	Use IT to Exchange Information (IT User)
DJ60 04	214	Use Word Processing Software (IT User)
DJ61 04	215	Use Spreadsheet Software (IT User)
DJ62 04	216	Use Database Software (IT User)
DJ65 04	217	Use Presentation Software (IT User)
DJ66 04	218	Specialist or Bespoke Software 2 (IT User)

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This is the **UNIT** title — it describes a role and task.

An example of an SVQ Unit

UNIT DP7D 04 (201) Carry Out Your Responsibilities at Work 2

Unit Summary

Communicate effectively, accept responsibility for your own work and its delivery, improve own performance and behave in a way that encourages effective working.

You will apply the following skills:

Communicating
Planning
Managing time
Solving problems
Evaluating
Team working

PERFORMANCE INDICATORS set out the standard of performance you need to demonstrate consistently to claim competence in a particular Unit.

Performance indicators:

You will:

Communicate information

1 Actively focus on information that other people are communicating, questioning any points you are unsure about.
2 Provide accurate, clear and structured information confidently to other people and in a way that meets their needs.
3 Make useful contributions to discussions.
4 Confirm and read written material that contains information that you need.
5 Extract the main points you need from written material.
6 Provide written information to other people accurately and clearly.

Plan and be accountable for your work

7 Agree realistic targets and an achievable timescale for your work.
8 Plan how you will make best use of your time and the other resources you need.
9 Confirm effective working methods.
10 Identify and report problems when they arise, using the support of other people when necessary.
11 Keep other people informed of your progress.
12 Meet your deadlines or renegotiate timescales and plans in good time.
13 Take responsibility for your own work and accept responsibility for any mistakes you make.
14 Follow agreed guidelines, procedures and, where appropriate, codes of practice.

Improve your own performance

15 Encourage and accept feedback from other people.
16 Use feedback to agree ways to improve your own work and put improvements into practice.
17 Agree where further learning and development could improve your performance.
18 Follow through a learning plan that meets your own needs.
19 Review your progress and update your learning plan.

Behave in a way that supports effective working

20 Set high standards for your work and show commitment in achieving these standards.
21 Understand your own needs and rights.
22 Show a willingness to take on new challenges.
23 Adapt readily to change.
24 Treat other people with honesty, respect and consideration.
25 Help and support other people.

***highlighted PIs indicate contingencies**

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Knowledge

The **KNOWLEDGE** requirements state what you must know and understand and how this knowledge applies to your job.

You will know:

1 Why effective communication is important.
2 How to focus actively on what others are communicating
3 Why it is important to question things you are not sure about.
4 How to structure and present information clearly and accurately.
5 Why it is important to adapt the way you communicate to meet the needs of other people.
6 Why it is important to seem confident when communicating with others.
7 How non-verbal communication affects the impact you have on other people.
8 How to contribute positively to discussions.
9 Where to find written information that you need as for work.
10 How to pick out the main points you need from written information.
11 How to provide written information in a way that meets other people's needs.
12 Why it is important to plan your work and be accountable to others.
13 How to agree realistic targets for your work and why this is important.
14 How to plan your work.
15 The types of problems that may occur during your work and how to report them.
16 Why it is important to keep other people informed about progress.
17 Why you should give other people sufficient notice if you need to revise your plans.
18 Why it is important to acknowledge and learn from your mistakes.
19 Guidelines, procedures and codes of practice that are relevant to your work.
20 Why it is important to try to continuously improve your work.
21 Why it is important to encourage and accept feedback from others.
22 How learning and development can help you to improve your work and further your career.
23 The main career progression routes available to you.
24 Learning and development opportunities that are available to you.
25 Why the way you behave in the workplace is important.
26 Why it is important to set high standards for your work and how to set these standards.
27 Why it is important to be ready to take on new challenges and adapt to change.
28 Why it is important to treat others with honesty, respect and consideration.
29 The types of behaviour that show you are honest, respectful and considerate and the types of behaviour that show you are not.
30 How to help and support others and why this is important.

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How is your SVQ achieved?

When you consistently meet the standards described in the Unit and show that you have the required skills and knowledge, you can then claim that you are *competent* in each Unit. You can claim certification for single Units or whole awards. Your centre will register your claim to competence through the awarding body. The awarding body you are registered with for this SVQ is the Scottish Qualifications Authority (SQA).

Scottish Qualifications Authority
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To achieve an SVQ, or a Unit of an SVQ, you must:

- Demonstrate you meet the requirements of the Performance Indicators by collecting appropriate evidence as specified by the Evidence Requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your centre. This person may work for your organisation or be from an external centre, but they will be familiar with the skills required to do your job.

Evidence may come from:

- the **accreditation of prior learning** — where evidence relates to past experience or achievements
- **current practice** — where evidence is generated from a current job role
- a **programme of development** — where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- a combination of these

How is your SVQ assessed?

Assessment is based on what you can do and involves you, your assessor, an internal verifier and an external verifier — see 'Who does what in SVQs' on the following page.

You will be asked to prove you are competent by providing evidence which shows:

- you can perform all the specified tasks consistently to the required standard **(Performance Indicators)**
- you understand why you are doing things **(knowledge)**
- you can apply the required skills in different ways

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Who does what in SVQs?

A number of individuals and organisations have parts to play in SVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

	Who are they?	What is their role?
Candidates	The person who wants to achieve the SVQ — in this case, you.	Need to show they can perform to national occupational standards in order to be awarded an SVQ or Unit(s).
Assessors	A person who is occupationally competent and qualified to judge the work of others	Judge the evidence of a candidate's performance, knowledge and understanding against the national occupational standards. Decide whether the candidate has demonstrated competence. Provide guidance and support to the candidate.
Internal Verifiers	Individuals appointed by an approved centre to ensure the quality of assessment within the centre.	Advise assessors and maintain the quality of assessment in a centre.
Approved Centres	Organisations approved by awarding bodies to coordinate assessment arrangements for SVQs.	
External Verifiers	Individuals appointed by the awarding body to ensure that standards are being applied uniformly and consistently across all centres offering the SVQ.	Check the quality and consistency of assessments, both within and between centres, by systematic sampling. Make regular visits to centres to ensure they still meet the criteria to deliver SVQs.

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What is evidence?

To claim competence for an SVQ Unit you need to gather a variety of evidence which shows you have met the standards. It is important that your evidence is easily understood so that it can be checked against the standards, by both your assessor, your centre and the awarding body.

Evidence can take many forms including:

- direct observation of your performance by your assessor
- products of your work
- authenticated statement — witness testimony
- personal statement — a description you have written of a task you have carried out
- outcomes from questioning
- outcomes from simulation
- case studies
- assignments or projects
- professional discussions
- Accreditation of Prior Learning (APL) — evidence of your past learning outcomes

It is important that your evidence is:

- **valid** — it relates to the SVQ standard you are trying to prove
- **authentic** — the evidence, or an identified part of it (eg a report) was produced by ***you***
- **consistent** — achieved on more than one occasion
- **current** — usually not more than two years old
- **sufficient** — covers all the performance and knowledge requirements laid down in the standards

Your evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities which you perform outside your work Evidence may be in a variety of formats: written, photographs, audio or video.

When you first begin your SVQ, you and your assessor should identify the Units that represent your main duties — this will assist in integration of assessment. Further details about integration of assessment can be found on page 12.

Knowledge and Skills

Each Unit contains a list summarising the knowledge and skills a candidate must possess. The evidence provided must show how the knowledge and skills have been applied.

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How will my assessor check I have the knowledge listed in the standards?

For some Units, it will be clear to your assessor that you have the required knowledge from how you carry out your work. This is often referred to as *knowledge apparent from performance*. There will be other occasions though, when your assessor will be unsure if you know why for example, it is important to give information to clients in certain situations. This could be because your assessor has not had the opportunity to observe all the performance indicators during assessment. In these situations, your assessor may wish to assess your knowledge by asking you some questions. These questions can be given orally or in writing, but will be recorded in your portfolio as evidence.

Your assessor could also check you have the required level of knowledge by asking you to produce personal statements or to complete a project or assignment.

What if I have previous experience and knowledge from work and other qualifications?

If you have previous work experience, skills, and knowledge which you feel is relevant to your SVQ, you should tell your assessor about it. Your assessor may ask you for more proof in the form of letters from previous employers/training providers or details about any courses you have completed. Your assessor will then judge the evidence against the national standard and if it matches certain requirements, you may not have to be assessed on this standard again. This is known as Accreditation of Prior Experience.

Alternatively, you may have previously achieved an HNC in a relevant subject in which case your assessor may feel that you already have some of the knowledge required for the SVQ. This is known as Accreditation of Prior Learning.

When can simulation be used?

Throughout your SVQ, the emphasis is on you being able to carry out real work activities so assessment will normally be carried out in the workplace itself.

There may be times, however, when it might not be appropriate for you to be assessed while you are working. For example, your SVQ might require you to carry out emergency or contingency procedures (for safety or confidentiality reasons) or your job role may not cover all aspects of the qualification. In such instances, when you have no other means of generating evidence, **simulation** might be acceptable.

Simulation is any structured exercise involving a specific task which reproduces real-life situations. Care must be taken though to ensure that the conditions in which you are assessed *exactly* mirror the work environment ie it is a **realistic working environment**.

You and your assessor should check the assessment strategy for your SVQ carefully to find out the Standards Skills Council's (SSC's) view of what constitutes a realistic working environment. Some SSC's stipulate the specific performance indicators which are suitable for this approach.

Holistic and integrated approach to assessment

There will be times when you will be able to use one piece of evidence to prove your competence across different Performance Indicators. You may even find that the same pieces of evidence are relevant for different Units — this is called **integration of assessment or the holistic approach**. The Evidence Index Matrix (Example form 5) enables you to show how you have used the same piece of evidence across different Units. This is known as **cross referencing**.

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When you start your SVQ, you and your assessor will spend time looking at the standards, planning how much time you are both able to devote to the qualification and drawing up an assessment plan.

At this stage, you should identify any activities which relate to more than one Unit or outcome and arrange for the best way to collect evidence which satisfactorily covers the Performance Indicators.

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Section 2 — How to compile your portfolio

General information

An SVQ portfolio is a collection of different items of evidence which prove that you have the required skills and knowledge to support your claim for competence in that subject area.

The production of a well-organised, clearly labelled portfolio which relates each piece of evidence to the appropriate National Occupational Standards requires a careful methodical approach.

You will need to present your evidence in a format that is easy to follow. This section gives suggestions on how to lay out and present your evidence. There are also example forms and evidence grids (sometimes known as matrixes) available in Section 3 of this guide which will assist you to chart your progress through the award. Blank copies of these example forms are available in the Candidate Portfolio and can be printed as many times as required.

Forms	Reference	Description
Title Page	Example form 1	The title page should be attached to the front of your portfolio detailing your name, organisation, centre name, SVQ title, start date, completion date, assessor name and contact details and internal verifier name and contact details.
Portfolio Checklist	Example form 2	The portfolio should be completed on an ongoing basis.
Award Achievement Record	Example form 3	Each time you complete a Unit; your assessor should sign and date the relevant section on the form.
Unit Record of Evidence	Example form 4	A unit record of evidence form is available against each Unit within the candidate portfolio. They are designed to allow you to record the evidence you have gathered for each Unit.
Evidence Index Matrix	Example form 5	You should complete an index of evidence sheet and file it immediately before the actual pieces of evidence in your portfolio.

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Forms	Reference	Description
Evidence Gathering Form	Example form 6	The evidence gathering form should be used for supporting evidence such as direct observation, personal statement, oral questions, professional discussions or witness testimonies.
Evidence Descriptor	Example form 7	The evidence descriptor should be used to reference your evidence. The evidence number, description and what the evidence shows should be attached to each piece of evidence.
Witness Status List	Example form 8	If a witness statement is being used as part of your supporting evidence, then the witness must complete a witness status form, detailing their name, address, signature and relationship to you.
Unit Assessment Plan	Example form 9	Prior to looking for different kinds of evidence and deciding if they should be included in your portfolio, it is necessary and helpful to produce an assessment plan in conjunction with your assessor.

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so. Each portfolio will be different in content but all should include information about you (the candidate), the organisation where you are undertaking your qualification, the assessor and so on.

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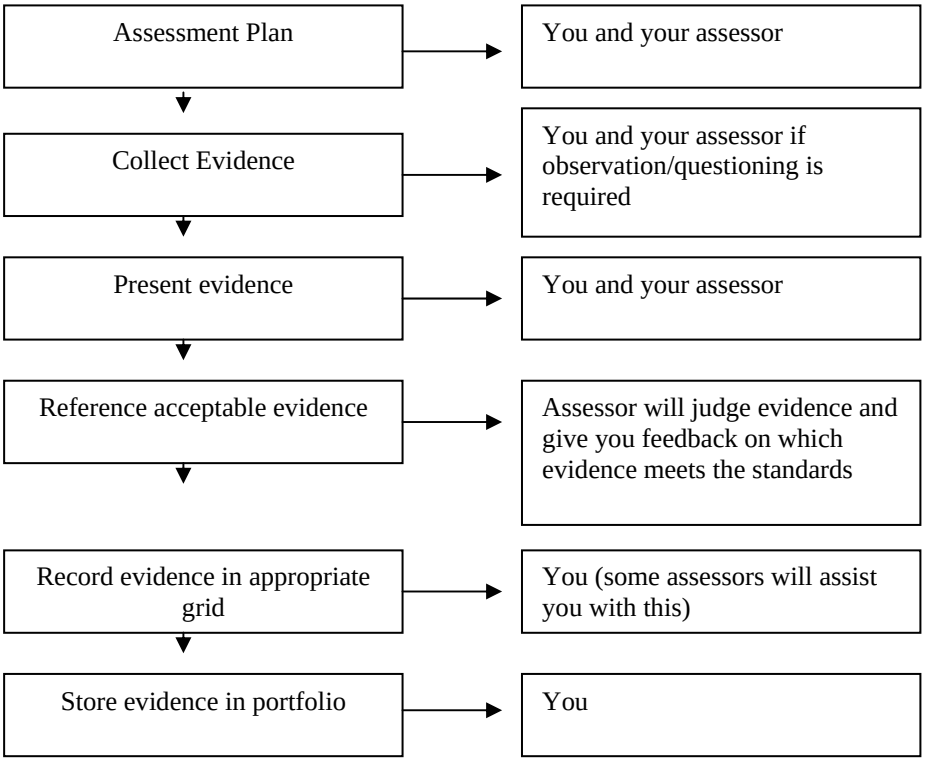
Evidence collection process



Planning your portfolio

Start by carefully reading through the standards and, together with your assessor, decide which Units you might like to work on first, making sure that the most appropriate Units for your job role have been chosen. There may be some Units that relate to tasks which you carry out on a regular basis, making it easier to collect evidence right away. There may be activities in other Units which you only undertake now and again, these can be left until the opportunity arises for you to collect evidence. Evidence for the mandatory Units should mostly be generated while gathering evidence for the optional Units. You should start working towards your optional Units first.

Before you start looking for different kinds of evidence and deciding if they should be included in your portfolio, it is necessary and helpful to produce an **Assessment Plan** (Example form 9). The plan should be produced in discussion with your assessor and will set out the different stages in developing your portfolio. Together you should produce a plan for each Unit.

You should also remember to identify any opportunities for **integration of assessment** (cross referencing).

We have provided you with an **'Award Achievement Record'** (Example form 3). Each time you complete a Unit; your assessor should sign and date the relevant section on the form. At this stage, it might be a good idea to check that all your evidence and recording documents have been completed correctly and can easily be located. By indicating that a Unit has been completed you, the Internal Verifier and the External Verifier can see at a glance what stage you are at in your SVQ.

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Starting your portfolio

Make sure that you clearly label your portfolio (or CD if you are recording your evidence electronically) with your name together with the title and level of the award.

Your portfolio will need a title page (Example form 1) and a contents page. You should also complete a Personal Profile which records details about yourself and your job as well as providing information about your employer, training provider or college. Samples of these forms are provided in Section 3.

We recommend that you compile your portfolio in the following order:

Title Page

Portfolio Checklist

Personal Profile

Award Achievement Record

Completed Unit Records of Evidence and Unit Standards

Evidence Index Matrix

Evidence

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Collecting your evidence

All of the evidence which you collect and present for assessment must be relevant to your SVQ. Your assessor will help you select which pieces of evidence you should include. It is better to have a few, relevant and good quality pieces of evidence rather than a large quantity of items which only demonstrate one aspect of competency.

We have provided blank **Evidence Gathering Forms** (Example form 6) and **Evidence Descriptor Forms** (Example form 7) in your Candidate Portfolio, which you can photocopy to help you record and present your evidence. Although we have provided you with these example forms, your centre may have their own recording documents which they would prefer you to use. Remember to sign and date each piece of evidence you produce to show that it is your own work.

The **Evidence Gathering Form** (Example form 6) can be completed by your assessor or expert witnesses or yourself. The **Witness Status Form** should show the name, contact details, signature and relationship to candidate.

It is unlikely that your assessor would make an assessment decision based on witness testimony alone. They would normally supplement this type of evidence with questioning.

The **Evidence Descriptor Form** (Example form 7) should be completed by you to summarise what evidence show and should be attached to your evidence. Alternatively, you can annotate your evidence instead of using the form.

NB: Personal statements are not a **primary source** of evidence but may be used to evidence cover a claim for knowledge.

Presenting your evidence

It is important to present all of your evidence in a clear, consistent and legible manner. Your assessor will then find it much easier to make appropriate judgements about the quality, sufficiency and currency of the materials you are putting forward for consideration. Every piece of evidence should be clearly labelled and given a unique reference number. It helps to use the same format when labelling your evidence and we have provided an example in the forms section (Example form 7).

It is not necessary to produce all of your evidence in typewritten format — some hand-written pieces of evidence, such as notes, will be perfectly acceptable. Other pieces of evidence may include other formats such as digital photographs, recorded discussions on an MP3 or tape recording. If you are using this approach, you must ensure that the evidence is appropriately referenced to allow your assessor, IV and the EV to confirm your competence. If you are not annotating your evidence, then you can use the **Evidence Descriptor Forms** (Example form 7).

There may also be items of evidence which you should not include in your portfolio. This might be for confidentiality reasons or it could be that something which you have produced as part of your day-to-day work and is normally kept in a filing cabinet or stored electronically in a PC.

In compiling your portfolio, we suggest that anything you produce as part of your day-to-day work is kept in its normal location, but those pieces of evidence which have been produced specifically for your SVQ, eg witness testimony statements or personal statements, are filed in your portfolio. However, assessors and verifiers should be able to locate and access your evidence at all times. It is, therefore, very important that you clearly reference every item of evidence and where the evidence can be seen.

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Referencing your evidence

Your assessor, as well as the internal and external verifiers, will need to find their way around your portfolio, so you should give each piece of evidence a number.

Remember, that where you have used 'integration of assessment', you need to give details of all the Units which are linked to a specific piece of evidence. The evidence number will be recorded within each Unit and an indication of where it matches other Units should also be given. We have supplied a proforma **Evidence Index Matrix** (Example form 5) that you can use to show where evidence has been cross referenced to other Units.

How to complete the index of evidence

You should complete an **Evidence Index Matrix** (Example form 5) sheet and file it immediately before the actual pieces of evidence in your portfolio.

The **Evidence Index Matrix** should be completed by:

- entering the evidence number in the first column
- giving a brief description of each piece of evidence in the second column

You must make sure that the information contained in the evidence index is accurate when you give your portfolio to your assessor.

Completing the Unit record of evidence

There is a record of evidence for every Unit within your portfolio and there is also an example within the forms section of this guide (Example form 4). These records have been designed to allow you to record the evidence you have gathered for each Unit. Each record has boxes across it which represents the Performance Indicators and knowledge statements; these will differ from Unit to Unit so it is important to make sure you are using the right one. Whilst collecting your evidence you should use these grids to display the Performance Indicators and knowledge statement that piece of evidence relates to.

Example forms

To give you a clearer picture of how to compile your portfolio, you will find various example forms over the next few pages. You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

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Section 3 — Example forms

Example form 1

Title Page:	
Candidate Name:	
Organisation:	
Centre Name:	
SVQ title:	
Start date:	
Completion Date:	
Assessor name and contact details:	
Internal verifier name and contact details:	

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Example form 2

Portfolio checklist

Use this checklist either as you work through your SVQ or at the end before you submit your completed portfolio for verification.

	Completed?	Page/Section number
Title page for the portfolio	☐	
Witness Status List	☐	
Personal profile		
♦ your own personal details	☐	
♦ a brief CV or career profile	☐	
♦ description of your job	☐	
♦ information about your employer/training provider/college	☐	
Unit Assessment Plans	☐	
Award Achievement Record	☐	
Completed Element Achievement Records for each Unit		
♦ signed by yourself, your assessor and the internal verifier (where relevant)	☐	
♦ evidence reference numbers included	☐	
Index of evidence (with cross-referencing information completed)	☐	
Evidence in numerical order and individually labelled (with evidence descriptor attached)	☐	

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Example form 3

Award achievement record

Candidate Name:

Start Date:

SVQ Title: **Business and Administration level 2**

For level 2 candidates must achieve two mandatory Units and three optional Units

Mandatory Units

Unit Title	Date Achieved	Assessor Signature	IV Signature

Optional Units

Unit Title	Date Achieved	Assessor Signature	IV Signature

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____
(if sampled)

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Example form 4a

Unit record of evidence

Where the same evidence meets a number of PIs or a cluster this evidence need only be indicated once against the relevant combination of PIs or cluster

Insert abbreviated **EVIDENCE TYPE** against each evidence number eg Direct Observation = OB, Witness Testimony = WT or Professional Discussion = PD

Performance Indicators		**Evidence numbers**	**Evidence type**
1	Verify that the documentation allows lawful imprisonment or detention of the individual in the establishment.		
2	Check that all information on the documentation has been interpreted correctly.		
3	Check with the relevant authority if you are in doubt about how to interpret information.		
4	Check that all information has been accurately entered into systems in line with organisational procedures.		
5	Assess information which may have an impact on critical dates.		
6	Calculate critical dates for sentences of individuals in the establishment.		
7	Check with the relevant authority if you are in doubt about critical dates.		
8	Makes sure that critical dates are entered accurately on systems, in line with organisational procedures.		
9	Communicate critical dates to those authorised to have this information, in the approved format and with the agreed time limits.		
10	Explain clearly how critical dates have been calculated where you are requested to do so by those authorised to have this information.		
11	Provide advice and guidance on those interpreting documentation and calculating critical dates.		
12	Check the interpretation of documentation and calculations of critical dates and make sure they are accurate.		
13	Identify any errors in the interpretation of documentation or calculation of critical dates and make sure any errors are corrected.		
14	Check with the relevant authority where you are in doubt about critical dates.		

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Example form 4b

Knowledge requirements		Evidence numbers	Evidence type
1	The legal requirements which impact on the calculation of critical dates.		
2	Your organisation's policies and procedures for calculating critical dates.		
3	The documentation required in order to imprison or detain an individual lawfully.		
4	The different types of documentation which are relevant to the imprisonment or detention of individuals and the calculation of critical dates for sentences, and how to interpret the information they contain.		
5	The relevant authorities to contact when in doubt about how to interpret information or calculate sentences.		
6	The organisation's systems and how to use them.		
7	The range of different types of information which may have an impact on critical dates where to obtain it, and how to assess its impact accurately.		
8	The range of critical dates which apply to different types of sentences, and how to calculate these accurately.		
9	The importance of ensuring critical dates are entered accurately on systems.		
10	The people who are authorised to have information about critical dates.		
11	The formats and time limits within which information about critical dates must be supplied.		
12	How to explain clearly how critical dates have been calculated.		
13	The types of advice and guidance people may need in interpreting documentation and calculating critical dates, and how to provide this advice and guidance.		
14	The importance of checking the interpretation of documentation and calculation of sentences to ensure accuracy.		

The evidence is authentic and/or the assessment has been conducted under the specified conditions or context.

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

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Copy this sheet as many times as required.

Example form 5

Evidence index matrix

Tick all the Units for which the evidence is relevant.

Candidate Name **Qualification Title**

Number	Evidence Description	Opt unit	Opt unit	Opt unit	Opt Unit	Unit 201	Unit 202

Short description of evidence.

Each item should be given its own unique reference number.

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

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Example form 6

Evidence gathering form

Candidate Name: Date:

Evidence type — tick relevant box

Direct Observation ☐ Personal Statement ☐ Oral Questions ☐

Professional Discussion ☐ Witness testimony ☐

Evidence

	PI	K
In this section write questions and answers, description of what was observed, personal statement relating to activities carried out etc.		

These columns can be used to indicate the PIs and K statements to which the evidence applies.

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Related Units

Unit	PI	K

Assessor /Witness Comments

Candidate: _____ **Date:** _____

Assessor: _____ **Date:** _____

Internal Verifier: _____ **Date:** _____

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Example form 7

Evidence descriptor

Evidence Number: _____

Description of evidence: _____

What this evidence shows: _____

_____

_____

_____

----------✂----------

Evidence Number: _____

Description of evidence: _____

What this evidence shows: _____

_____

_____

_____

----------✂----------

Evidence Number: _____

Description of evidence: _____

What this evidence shows: _____

_____

_____

_____

----------✂----------

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Example form 8

Witness status list

Candidate Name:

Qualification:

Name	Contact Details	Signature	Relationship to candidate	Assessor or verifier qualification

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Example form 9

Unit assessment plan

Candidate Name **Date**

Unit Title

Eg, if activity is to be observed or evidence can only be gathered at certain times — say, month end

Evidence to be gathered	Evidence Type	Date (where applicable)	PI/K

Evidence gathered could apply to more than one PI or K

Accreditation of prior learning

Item and how evidenced	Applies to Knowledge statement

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