



# **SVQ in Business and Administration level 1**

**Candidate Guidance**

**Award Code: G7Y2 21**

**Candidate name:**

**Publication code: Z0258**

**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.**

Published by the Scottish Qualifications Authority  
The Optima Building, Ironmills Road,  
58 Robertson Street, Dalkeith,  
Glasgow G2 8DQ Midlothian EH22 1LE

© Scottish Qualifications Authority 2009

# Index

<b>Section</b>	<b>Contents</b>	<b>Page</b>
<b>1</b>	<b>General information about SVQs</b>	<b>3</b>
	— Introducing SVQs	3
	— Who offers SVQs	3
	— What is the structure of the Business and Administration SVQ	4
	— 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
<b>2</b>	<b>How to compile your portfolio</b>	<b>13</b>
	— 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
<b>3</b>	<b>Example forms</b>	<b>19</b>
	— 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.

# 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).

## 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.

<b>Units</b>	<b>Units</b> define the broad functions carried out in your particular job.
<b>Performance Indicators</b>	<p>The level and quality of how you should carry out these functions is determined by a number of statements called <b>Performance Indicators</b>. <b>Performance Indicators</b> are used to judge your ability to meet a national standard for the task you are carrying out.</p> <p>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 <i>Organise and support meetings</i>, 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.</p> <p>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.</p>
<b>Evidence Requirements</b>	<p>There are two major categories of evidence used in SVQ assessment. These are:</p> <ul style="list-style-type: none"> <li>◆ <b>Performance Evidence</b> — this includes the outcomes of performance (<b>work products</b>) and <b>observation</b> of performance</li> <li>◆ <b>Supporting Evidence</b> — the answers that you give to <b>questions</b> (either written or spoken, put to you by your assessor) and the <b>witness testimony</b> of other people with whom they work.</li> </ul> <p>For SVQ qualifications, candidates should be aiming to provide <b>performance evidence</b> for Performance Indicator clusters.</p>
<b>Knowledge</b>	The section on <b>knowledge</b> 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.
<b>Contingencies</b>	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 **two optional** Units which are shown in the following table.

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.

<b>Mandatory Units (<i>Both Units to be completed</i>)</b>		
<b>SQA Unit Number</b>	<b>SSC Unit Number</b>	<b>Title</b>
DP79 04	401	Carry Out Your Responsibilities at Work 1
DR36 04	402	Work Within Your Business Environment 1

<b>Optional Units (<i>two Units should be completed</i>)</b>		
<b>SQA Unit Number</b>	<b>SSC Unit Number</b>	<b>Title</b>
DP77 04	103	Welcome Visitors
DP7P 04	104	Handle Mail
DP72 04	105	Store and Retrieve Information
DJ59 04	106	Use IT to Exchange Information 1
DJ5D 04	107	Word Processing Software 1
DP7V 04	108	Make and Receive Telephone Calls
DP76 04	109	Use Office Equipment
DD56 04	110	Ensure Your Own Actions Reduce Risks to Health and Safety

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

## An example of an SVQ Unit

### UNIT DP79 04 (101) Carry Out Your Responsibilities at Work 1

#### Unit Summary

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

#### Skills

You will apply the following skills:

Communicating  
Managing time  
Team working

#### 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 and clear information to other people in a way that meets their needs
- 3 Make contributions to discussion

##### Be accountable for your work

- 4 Accept instructions given to you for your work and follow these instructions
- 5 Agree how you will make best use of your time and the working methods you will use
- 6 Report problems when they arise, using the support of other people when necessary
- 7 Keep other people informed of your progress
- 8 Take responsibility for your own work and accept responsibility for any mistakes you make
- 9 Follow agreed guidelines, procedures and, where appropriate, codes of practice

##### Improve your own performance

- 10 Accept feedback from other people
- 11 Use feedback to agree ways to improve your own work and put them into practice
- 12 Follow through a learning plan that meets your own needs
- 13 Review progress with your learning plan

##### Behave in a way that supports effective working

- 14 Set achievable standards for your work and show commitment in achieving these standards
- 15 Understand your own needs and rights
- 16 Show a willingness to take on new challenges
- 17 Adapt readily to change
- 18 Treat other people with honesty, respect and consideration

\*Highlighted PIs indicate contingencies

**Knowledge****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 Why communication is important to meet the needs of other people
- 5 How to contribute positively to discussions
- 6 Where to find information that you need for your work
- 7 How to listen to and follow instructions carefully
- 8 How to plan your work
- 9 Why it is important to keep other people informed about progress
- 10 Why it is important to acknowledge and learn from your mistakes
- 11 Guidelines, procedures and codes of practice that are relevant to your work
- 12 Why it is important to try to continuously improve your work
- 13 Why it is important to accept feedback from others
- 14 How learning and development can help you to improve your work and further your career
- 15 The main career progression routes available to you
- 16 The learning and development opportunities that are available to you
- 17 Why the way you behave in the workplace is important
- 18 Why it is important to set achievable standards for your work
- 19 Why it is important to be ready to take on new challenges and adapt to change
- 20 Why it is important to treat others with honesty, respect and consideration
- 21 Types of behaviour that show you are honest, respectful and considerate and types of behaviour that show you are not

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

## 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**  
**The Optima Building**  
**58 Robertson Street**  
**Glasgow**  
**G2 8DQ**

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

## 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.

	<b>Who are they?</b>	<b>What is their role?</b>
<b>Candidates</b>	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).
<b>Assessors</b>	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.
<b>Internal Verifiers</b>	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.
<b>Approved Centres</b>	Organisations approved by awarding bodies to coordinate assessment arrangements for SVQs.	
<b>External Verifiers</b>	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.

## 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.

## 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**.

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.

## 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.

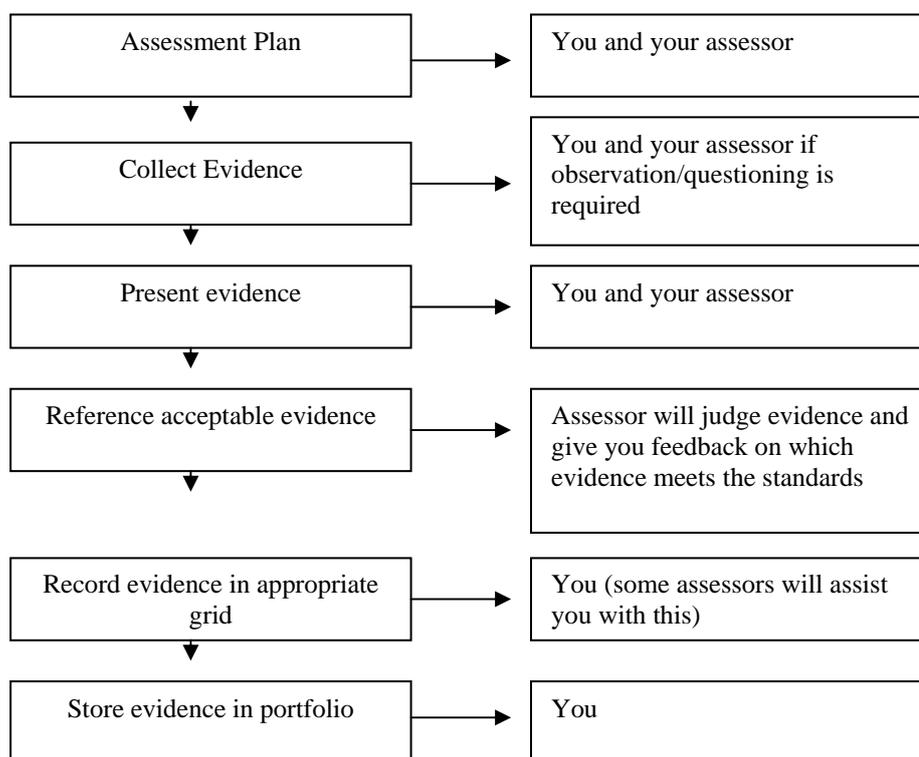
You will need to present your evidence in a format that is easy to follow. This section gives suggestions on how to lay out and present your evidence. There are also example forms and evidence grids (sometimes known as matrices) available in Section 3 of this guide which will assist you to chart your 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.

<b>Forms</b>	<b>Reference</b>	<b>Description</b>
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.

## 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).

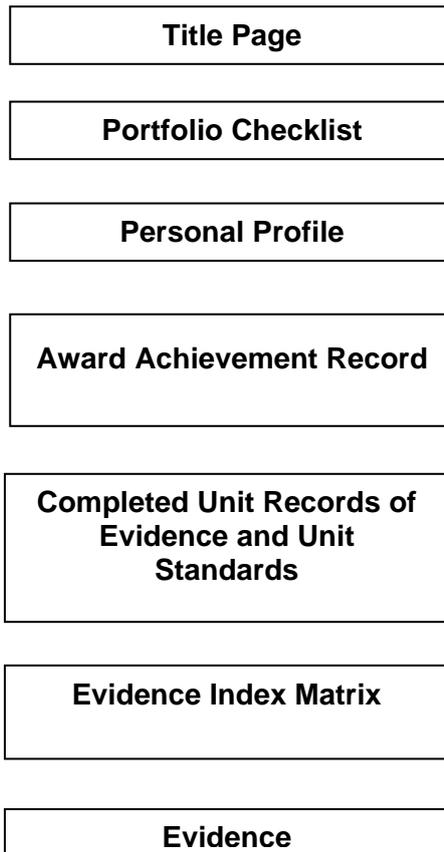
We have provided you with an '**Award Achievement Record**' (Example form 3). Each time you complete a Unit; your assessor should sign and date the relevant section on the form. At this stage, it might be a good idea to check that all your evidence and recording documents have been completed correctly 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.

## 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:



## 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.

## 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.

## Section 3 — Example forms

### Example form 1

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

## 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	<input type="checkbox"/>	
Witness Status List	<input type="checkbox"/>	
Personal profile		
◆ your own personal details	<input type="checkbox"/>	
◆ a brief CV or career profile	<input type="checkbox"/>	
◆ description of your job	<input type="checkbox"/>	
◆ information about your employer/training provider/college	<input type="checkbox"/>	
Unit Assessment Plans	<input type="checkbox"/>	
Award Achievement Record	<input type="checkbox"/>	
Completed Element Achievement Records for each Unit		
◆ signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	
◆ evidence reference numbers included	<input type="checkbox"/>	
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	
Evidence in numerical order and individually labelled (with evidence descriptor attached)	<input type="checkbox"/>	

## Example form 3

### Award achievement record

**Candidate Name:**

**Start Date:**

**SVQ Title:**                    **Business and Administration level 1**

For level 1 candidates must achieve two mandatory Units and two 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:** \_\_\_\_\_

## 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 Actively focus on information that other people are communicating, questioning any points you are unsure about		
2 Provide accurate and clear information to other people in a way that meets their needs		
3 Make contributions to discussion		
4 Accept instructions given to you for your work and follow these instructions		
5 Agree how you will make best use of your time and the working methods you will use		
6 Report problems when they arise, using the support of other people when necessary		
7 Keep other people informed of your progress		
8 Take responsibility for your own work and accept responsibility for any mistakes you make		

\*Highlighted text indicates contingencies

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

## Example form 4b

Knowledge requirements	Evidence numbers	Evidence type
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 Why communication is important to meet the needs of other people		
5 How to contribute positively to discussions		
6 Where to find information that you need for your work		
7 How to listen to and follow instructions carefully		
8 How to plan your work		
9 Why it is important to keep other people informed about progress		
10 Why it is important to acknowledge and learn from your mistakes		

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

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_  
(if sampled)

**Date:** \_\_\_\_\_

## Example form 5

### Evidence index matrix

Copy this sheet as many times as required.

Candidate Name \_\_\_\_\_

Qualification Title \_\_\_\_\_

Tick all the Units for which the evidence is relevant.

Number	Evidence Description	Opt unit	Opt unit	Opt unit	Opt Unit	Unit 301	Unit 302

Short description of evidence.

Each item should be given its own unique reference number.

Candidate: \_\_\_\_\_

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

Assessor: \_\_\_\_\_

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

Internal Verifier: \_\_\_\_\_

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



## Related Units

Unit	PI	K

## Assessor /Witness Comments

**Candidate:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal Verifier:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Evidence descriptor**

**Evidence Number:** \_\_\_\_\_

**Description of evidence:** \_\_\_\_\_

**What this evidence shows:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Evidence Number:** \_\_\_\_\_

**Description of evidence:** \_\_\_\_\_

**What this evidence shows:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

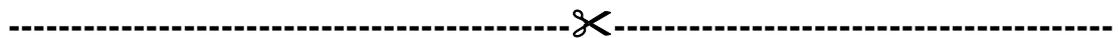


**Evidence Number:** \_\_\_\_\_

**Description of evidence:** \_\_\_\_\_

**What this evidence shows:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Witness status list**

**Candidate Name:**

**Qualification:**

Name	Contact Details	Signature	Relationship to candidate	Assessor or verifier qualification

## Example form 9

### Unit assessment plan

**Candidate Name:**

**Date:**

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

**Unit Title:**

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