Assessor's Guidelines for SVQs Contact Centre Professionals at levels 3 and 4

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About this guide

This guide provides some practical examples of how to assess your candidates for the Contact Centre Professionals SVQs at levels 3 and 4. These are examples only, and you may wish to consider other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, you may wish to go to the next section.

About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications that set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define **what** employees (or potential employees) must be able to do, **how well,** and **in what circumstances**, to show that they are competent in their work.

Each SVQ that a standards-setting body develops has to fit into a broad framework, which allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels, which reflect the various technical and supervisory skills, knowledge and experience that employees should have as they progress in their industry. Throughout this document 'level' refers to the current (January 2004) defined S/NVQ levels.

Explanation of levels

Level 1   Defines competent performance in a range of activities, which are largely routine and predictable.

Level 2   Specifies that competent performance must be shown in a broader range of work activities, which are less routine and predictable. The employee will have more autonomy and responsibility, and may have to work as part of a team.

Level 3   Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.

Level 4   Specifies competence as complex technical or professional work activities, which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.

Level 5   Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations, which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as

analysis, design and evaluation.

How are standards defined in SVQs?

All SVQs consist of **standards**, which can be broken down into various parts.

Units define the broad functions carried out in the sector, and which may be made up of a number of **Elements or Outcomes or areas of competence**. These describe the activities which employees have to perform, and will require candidates to demonstrate certain skills and techniques and knowledge and understanding.

The quality of performance in what people must be able to do — how well they have to perform — is often described as **Performance Criteria**. These may also be called **Statements of Competence, what candidates should do** or **skills and techniques**.

The section on **knowledge and understanding** says what candidates must know and understand, and how this knowledge applies to their jobs.

You may also come across standards containing statements on **scope.** These statements could, for example, list the equipment that candidates are expected to be familiar with and use in their occupational area.

Increasingly, you may see changes to this format as standards become more user-friendly and are written in plain English. For example, there may be some standards containing **Range Statements** or **Evidence Requirements**, but over time these should disappear. You may, however, find that information on the context, nature and amount of evidence, which is required to prove competence (which used to be given in range statements and evidence requirements) is now defined in the **assessment guidance** for the qualification. Assessment guidance is drawn up by the awarding body and is packaged along with the standards to form the SVQ.

Who is involved in SVQs?

There are several roles:

- ♦ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ♦ **the assessor*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ♦ **the internal verifier*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ♦ **the External Verifier*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for this SVQ(s) — see SQA's website: **www.sqa.org.uk**

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification) either in their current format 'A and V' Units or as 'D-Units' (with appropriate CPD) or an alternative qualification which SQA also recognises.

The steps involved in assessing a candidate for an SVQ

In deciding whether a candidate should get an SVQ, you will go through these stages:

♦ planning for assessment

♦ generating and collecting evidence of the candidate's competence in the Units

♦ judging the evidence of the candidate's ability and making an assessment decision based on the evidence

♦ recording the assessment decision and the candidate's achievement

1 The SVQs in Contact Centre Professionals

The Contact Centre SVQs have been developed by e-skills UK and are intended for people in a wide variety of job roles within a contact centre environment. SQA has accredited the SVQs at levels 1 to 4. Level 5 may be accredited in the future depending on demand.

Although SQA has not accredited the SVQ at level 5, Units from level 5 can still be chosen towards the SVQ at levels 1–4. Refer to the following tables and the list of Units on pages 6–10.

The SVQs are designed to be assessed in the workplace, or in conditions simulating the workplace. Locations where simulation might be carried out must meet all the conditions of simulation, as laid down by the National Occupational Standards. In other words, they must provide a realistic working environment. Please refer to the Assessment Strategy for further information.

Structure of the SVQs

The Units that can be taken to achieve the Contact Centre Professionals SVQs at level 3 and level 4 are shown in the table 'SVQ Qualification Structure' below. It is important to realise that these qualifications follow a very different structure from previous SVQs by offering a Unit Value (UV) approach. This means that, subject to the five structural rules which follow, Units from **any** of the five levels can be chosen to make up the full SVQ at any particular level.

Structural rules

1   Each qualification must contain:

♦ Area of Competence (AOC) 'Develop Personal and Organisational Effectiveness' at least at the level of the qualification (this applies to levels 1–4.) In this case, level 3 or above.

♦ AOC ' Health and Safety in ICT and Contact Centres' can be achieved at level 1 or level 3 or above depending on the work carried out by the candidate. This AOC has not been defined at level 2.

2   Sixty per cent of the overall Unit value (UV) must be achieved at the level of the award, ie in this case level 3. These UVs (rounded) for Contact Centre Professionals are:

- ◆ 110 for level 3 and
- ◆ 170 for level 4

3   A maximum of **two** Units can be chosen from the restricted option Units.

4   Each AOC can contribute to a qualification at one level only. For example, a candidate couldn't take both 'Staff resource planning for contact centres 3' and 'Staff resource planning for contact centres 5' towards their SVQ at a particular level.

5   To achieve a full Contact Centre Professionals' SVQ a candidate must achieve:

- ◆ 180 Unit Values for the Level 3 qualification
- ◆ 280 Unit Values for the Level 4 qualification

Qualification Unit Structure

Unit	Unit Values and Level				
	Level 1	Level 2	Level 3	Level 4	Level 5
Health & Safety in ICT and Contact Centres	**5**	**-**	**30**	**40**	**50**
Develop Personal and Organisational Effectiveness	**5**	**15**	**25**	**35**	**-**
Optional Units					
Contact Centre Systems and Technology	10	20	30	40	50
Customer Care	10	20	30	40	50
Direct Selling and Customer Acquisition in Contact Centres	10	20	30	40	50
Interpersonal and Written Communication	5	15	30	40	-
Performance Management	-	-	30	40	50
Remote Support for Products and Services	10	20	30	40	50
Staff Resource Planning for Contact Centres	-	-	30	40	50
Restricted Option Units:					
Supporting Learning and Development (Imported Suite of Units)	-	-	30	-	-
Managing People and Resources (Imported Suite of Units)	-	-	30	40	50
Managing Quality (Imported Suite of Units)	-	-	30	40	50
Project Management (Imported Suite of Units)	-	-	-	20	25
Use IT Systems	5	15	25	-	-
Use IT to Exchange Information	5	15	25	-	-
General Uses of IT	5	15	25	-	-
Use IT Software	5	15	25	-	-
Internets and Intranets	5	15	25	-	-
E-mail	5	15	25	-	-
Word Processing Software	10	20	30	-	-
Spreadsheets Software	10	20	35	-	-
Database Software	10	20	35	-	-
Specialist or Bespoke Software	10	20	30	-	-

Mandatory Units

SQA Unit Code	Unit Title	Unit Value (UV)
DL7N 04	Develop Personal and Organisational Effectiveness 1	5
DL7R 04	Develop Personal and Organisational Effectiveness 2	15
DL7V 04	Develop Personal and Organisational Effectiveness 3	25
DL83 04	Develop Personal and Organisational Effectiveness 4	35
DL8A 04	Health and Safety in ICT and Contact Centres 1	5
DL8D 04	Health and Safety in ICT and Contact Centres 3	30
DL8E 04	Health and Safety in ICT and Contact Centres 4	40
DL8F 04	Health and Safety in ICT and Contact Centres 5	50

Optional Units

SQA Unit Code	Unit Title	Unit Value (UV)
DM6N 04	Contact Centre Systems and Technology 1	10
DM6T 04	Contact Centre Systems and Technology 2	20
DM6Y 04	Contact Centre Systems and Technology 3	30
DM75 04	Contact Centre Systems and Technology 4	40
DP19 04	Contact Centre Systems and Technology 5	50
DL79 04	Customer Care 1	10
DL7C 04	Customer Care 2	20
DL7D 04	Customer Care 3	30
DL7E 04	Customer Care 4	40
DL7G 04	Customer Care 5	50
DM6M 04	Direct Selling and Customer Acquisition in Contact Centres 1	10
DM6V 04	Direct Selling and Customer Acquisition in Contact Centres 2	20
DM70 04	Direct Selling and Customer Acquisition in Contact Centres 3	30
DM76 04	Direct Selling and Customer Acquisition in Contact Centres 4	40
DP1A 04	Direct Selling and Customer Acquisition in Contact Centres 5	50
DL8G 04	Interpersonal and Written Communication 1	5
DL8H 04	Interpersonal and Written Communication 2	15
DL8J 04	Interpersonal and Written Communication 3	30
DL8K 04	Interpersonal and Written Communication 4	40
DM71 04	Performance Management 3	30
DM77 04	Performance Management 4	40
DP1C 04	Performance Management 5	50
DL7T 04	Remote Support for Products or Services 1	10
DL7W 04	Remote Support for Products or Services 2	20
DL7Y 04	Remote Support for Products or Services 3	30
DL80 04	Remote Support for Products or Services 4	40
DL81 04	Remote Support for Products or Services 5	50
DM72 04	Staff Resource Planning for Contact Centres 3	30
DM78 04	Staff Resource Planning for Contact Centres 4	40
DP1E 04	Staff Resource Planning for Contact Centres 5	50

Restricted Option Units (Imported Units and IT Units)

Optional Units cont'd

SQA Unit Code	Unit Title	Unit Value (UV)
	Supporting Learning and Development Suite	
D9RN 04	Identify Individual Learning Aims and Programmes	30
D9R5 04	Agree Learning Programmes with Learners	30
D9RF 04	Develop Training Sessions	30
D9RK 04	Enable Learning Through Presentations	30
D9RJ 04	Enable Learning Through Demonstrations and Instruction	30
D9RH 04	Enable Individual Learning Through Coaching	30
D9RG 04	Enable Group Learning	30
D9T7 04	Support Learners by Mentoring in the Workplace	30
D9T4 04	Support and Advise Individual Learners	30
D9RW 04	Monitor and Review Progress with Learners	30
D9T5 04	Support Competence Achieved in the Workplace	30
	Managing People and Resources Suite	
D1HW 04	Support the Efficient Use of Resources	30
B6TK 04	Contribute to the Selection of Personnel for Activities	30
B6TL 04	Contribute to the Development of Teams and Individuals	30
B6LM 04	Lead the Work of Teams and Individuals	30
B6LN 04	Respond to Poor Performance in your Team	30
B4T9 04	Facilitate Meetings	30
B4PW 04	Contribute to Improvements at Work	40
B6L0 04	Manage the Change in Organisational Activities	40
B6LT 04	Manage the Use of Physical Resources	40
B6Y9 04	Manage the Use of Financial Resources	40
B6W6 04	Select Personnel for Activities	40
B7AS 04	Develop Teams and Individuals to Enhance Performance	40
B6W4 04	Manage the Performance of Teams and Individuals	40
B6L6 04	Deal with Poor Performance in your Team	40
B6L8 04	Chair and Participate in Meetings	40
B6MA 04	Delegate Work to Others	50
B6KN 04	Determine the Effective Use of Resources	50
	Managing Quality Suite	
B6KK 04	Provide Advice and Support for the Development and Implementation of Quality Systems	30
B6KX 04	Carry Out Quality Audits	30
B6KJ 04	Implement Quality Assurance Systems	40
B6KG 04	Provide Advice and Support for the Development and Implementation Quality Policies	40
B6KH 04	Manage Continuous Quality Improvement	50
	Project Management Suite	
DN90 04	Develop Operational Objectives for the Project	20
DN91 04	Develop a Detailed Schedule for the Project	20
DN92 04	Identify Perceived Risks and Evaluate Options for Their Control	20
DN93 04	Co-ordinate, Monitor and Control Project Schedules	20
DN94 04	Control Hand-over of Responsibility for the Project	20
DN95 04	Ensure the Completion of Project Activities	20
DN9A 04	Prepare the Business Case for the Project	25
DN9C 04	Prepare a Project Brief	25

SQA Unit Code	Unit Title	Unit Value (UV)
DN9D 04	Identify Strategic Risk and Evaluate Options for Minimising Project Risk	25
DN9E 04	Develop Outline Programmes or Schedules for Projects	25
DN9F 04	Specify Activities for Project Schedules	25
DN9G 04	Review the Progress of Projects	25
DN9H 04	Develop Strategic Objectives for the Project	25
DN9J 04	Identify and Evaluate Options for the Project	25
DJ54 04	Use IT Systems 1	5
DJ5N 04	Use IT Systems 2	15
DJ69 04	Use IT Systems 3	25
DJ59 04	Use IT to Exchange Information 1	5
DJ5W 04	Use IT to Exchange Information 2	15
DJ6F 04	Use IT to Exchange Information 3	25
DM6P 04	General Uses of IT 1	5
DM6W 04	General Uses of IT 2	15
DM73 04	General Uses of IT 3	25
DM6R 04	Use IT Software 1	5
DM6X 04	Use IT Software 2	15
DM74 04	Use IT Software 3	25
DJ5A 04	Internets and Intranets 1	5
DJ5X 04	Internets and Intranets 2	15
DJ6G 04	Internets and Intranets 3	25
DJ5C 04	E-mail 1	5
DJ5Y 04	E-mail 2	15
DJ6H 04	E-mail 3	25
DJ5D 04	Word Processing Software 1	10
DJ60 04	Word Processing Software 2	20
DJ6G 04	Word Processing Software 3	30
DJ5E 04	Spreadsheet Software 1	10
DJ61 04	Spreadsheet Software 2	20
DJ6K 04	Spreadsheet Software 3	35
DJ5F 04	Database Software 1	10
DJ62 04	Database Software 2	20
DJ6L 04	Database Software 3	35
DJ5K 04	Specialist or Bespoke Software 1	10
DJ66 04	Specialist or Bespoke Software 2	20
DJ6R 04	Specialist or Bespoke Software 3	30

Note: The structure of the SVQs and use of the UVs are detailed in the separate document *Information and Communication Technologies and Contact Centres SVQ Qualification Structure* (available on the e-skills UK website).

It is the responsibility of the assessor to ensure that the selection of Units conforms to the structural rules as defined in this document. There is also a checklist to help with this in the blank forms given in Appendix 1 and a Contact Centre Calculator is available on the e-skills website: **www.e-skills.com**. The Calculator will ensure that any combination of proposed Units will indeed conform to the structural rules and allow achievement of the SVQ.

An assessment strategy for the SVQ

As part of its review of the SVQs, the standards-setting body e-Skills UK has developed an assessment strategy that defines a range of requirements:

♦ the occupational expertise of assessors and verifiers

♦ a definition of simulation

♦ a definition of the workplace

♦ information on a model of independent assessment or external quality control

The relevant parts of the assessment strategy are published on SQA's website (**www.sqa.org.uk**), and both SQA and centres must comply with these requirements.

Why would people be interested in the SVQ?

People will take SVQs for a variety of reasons: to gain promotion, to prove their job competence, or for personal development. There will be other reasons too. One of the first things to do is to find out why your candidates want to do the SVQ, and to advise them of the appropriateness of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

How do candidates begin?

Choosing the SVQ

You should make sure that candidates get guidance before starting out on an SVQ. They need advice to ensure that their existing job remit, skills, experience and plans for progression are matched to the SVQ selected. It does not have to be you as the assessor who carries out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

Example 1 — Contact Centre Professionals' SVQ at Level 3

Jane has recently been promoted to team leader in a technical helpdesk contact centre. She has a team of four staff. Her duties include monitoring calls, reviewing staff on an ongoing basis, and ensuring compliance with the organisational procedures. She is also required to complete the staff rota and generally deal with all staffing issues within her team.

To meet the service level agreement set by the customer, Jane has to ensure all her staff are trained and are given updates to the equipment they support immediately these are available. She also needs to deal with issues that are outside the responsibility of her team, and that are escalated to her. Jane has worked for the company for five years and is a very experienced and knowledgeable member of staff. Before being

promoted, she worked temporarily as team leader, filling in when other team leaders were absent.

Although Jane is newly promoted, she has found her new role interesting, but not as challenging as she thought. She raised this with her line manager when she had her appraisal. Her line manager discussed additional duties she could take on, and the training and development she could have. Jane is very keen to get qualifications, as she wants to develop her skills and move on again within the company. Her line manager has made suggestions about possible development opportunities, one of which is to work towards the Contact Centre SVQ, and has discussed the fact that there are various levels of this qualification. Jane likes the idea of this qualification because she can develop her skills in the workplace.

Jane's line manager arranged that she meet the company's Training Officer to discuss the Contact Centre Professionals SVQ. The Training Officer then explained to Jane that the qualification has been developed by e-skills UK with the assistance of the contact centre industry, and is intended for people in a wide variety of job roles within a contact centre environment. She also explained that SVQs are designed to be assessed in the workplace, or in conditions of the workplace, against nationally recognised industry standards.

They discussed the qualification and its levels and, using Jane's job description and development needs, it was agreed that a good match could be found, at level 3, against the following Units:

Unit Title	Unit value points
Health and Safety in ICT and Contact Centres 3 (mandatory Unit)	30
Develop Personal and Organisational Effectiveness 3 (mandatory Unit)	25
Remote Support for Products or Services 3	30
Customer care 3	30
Interpersonal and Written Communication 3	30
Supporting Learning and Development 3	30
Use IT Software 2	15
Total	**190**

Together these Units would make up the requisite Unit value points for a Contact Centre Professionals' SVQ at level 3 (ie 180 points with 60 per cent of the total Unit value being achieved at the level of the qualification).

This was then agreed with Jane's line manager and, as the company did not have SQA approval to deliver the qualification, the services of a local college were enlisted. An assessor from the college visited Jane at the contact centre and confirmed that the choice of Units was admissible under the structural rules of the SVQ. The *Health and Safety Unit at level 3* was agreed on, since one of the development opportunities to be given to Jane was to be a Health and Safety 'educator'. This meant she would need to attend health and safety training and then be responsible for

carrying out departmental audits and generally educating staff on health and safety issues. As she was going to undertake the role of educator it was also felt that one of the Units from *Supporting learning and development* would be appropriate.

The assessor arranged a time for Jane to receive an induction to the SVQ. Jane would then be provided with guidance on how to generate a portfolio of evidence, which would be saved in an electronic portfolio. The likely evidence would be discussed, as would the assessment process.

Following the induction, plans were made to assess Jane using a variety of evidence. Because of the type of work Janeshe carried out it was agreed that observation would be the most efficient and appropriate method of assessment, with the assessor agreeing to visit the company's premises at set times, according to Jane's shift pattern. This assessment would be supplemented by recorded professional discussions, and by witness testimonies from Jane's line manager, her own staff and staff from other departments with whom she dealt regularly.

Audio evidence of questioning — to cover the knowledge and understanding requirements of the SVQ — was also seen as being appropriate. Areas of potential weakness were identified in some knowledge requirements, and the co-operation of Jane's line manager was requested to ensure that training was given where necessary. It was also agreed that Jane would receive the development required to achieve the Health and Safety Unit and the supporting Learning and Development Unit.

All these arrangements were agreed by everyone involved and were written up as an individual assessment plan for Jane.

Example 2 — Contact Centre Professionals SVQ at level 4

Tony is a manager in an inbound calls section of a contact centre. The department handles sales enquiries, and takes and processes orders for a number of companies. He is responsible for ensuring that the service level agreement with each of the companies is put in place and met. He meets regularly with the IT manager to ensure that the systems and equipment in use are the most appropriate, and are offering optimum performance. He is also required to liaise with others, eg the distribution centre, and to deal with the customer complaints that cannot be dealt with by others. Customer satisfaction is very important to the company he works for, and he regularly asks staff to carry out satisfaction surveys. He evaluates the results and uses this information to make improvements to the services offered. As well as meeting the targets on customer satisfaction, his team have sales targets that they are also required to meet.

Tony has been working with a local training consultant on the introduction of SVQs for his team, and has decided he would like to achieve an SVQ himself.

Tony agreed with the consultant that the Contact Centre Professionals SVQ at level 4 was an appropriate match to his job role, and the following Units were chosen:

Unit Title	Unit value points
Health and Safety in ICT and Contact Centres 4 (mandatory Unit)	40
Develop personal and organisational effectiveness 4 (mandatory Unit)	35
Contact centre systems and technology 2	20
Customer care 4	40
Direct selling and customer acquisition in contact centres 4	40
Interpersonal and written communication 4	40
Performance management 4	40
Spreadsheet software 3	35
Total	**290**

The consultant confirmed that the Units selected conformed to the structural rules for the SVQ as they would make up the requisite Unit value points for a Contact Centre Professionals SVQ at level 4 (ie a minimum of 280 points with 60 per cent of the total Unit value being achieved at the level of the qualification).

The Units chosen reflected Tony's job role and allowed him to further develop his health and safety role, as he was about to complete a health and safety qualification. On its completion, he would be given more responsibility for health and safety in the department. While he met regularly with the IT manager, he accepted he only had a limited knowledge of systems, and so the level 2 Contact centre systems and technology was appropriate.

Tony and the consultant then discussed the best way to make use of evidence generated as part of Tony's day-to-day work. They agreed that observation by the appointed assessor would make the best use of naturally-occurring evidence. This would be supplemented by witness testimony from peers and line managers, and by product evidence where available. It was agreed that the assessor could also access the evidence within the workplace, negating the need for it all to be copied and placed in a portfolio.

They discussed who would be involved in the assessment and verification process, how evidence should be noted in the portfolio, where in the company it should be stored, and who should have access to it. Questioning would also be used to ensure that the knowledge and understanding requirements of the SVQ were met — this could be recorded in either written or audio form. This would mean Tony's portfolio would contain the assessment plans, observation reports, professional discussion and witness testimonies, etc, but all product evidence would remain in the company, with its whereabouts noted in the portfolio.

An individual assessment plan was set up for Tony, an assessor was appointed, and the first assessment date was agreed by everyone involved.

2 Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own, equally successful approaches to assessing your candidates.

Your role and your candidate's role

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

Your role

♦ ensure candidates understand what is to be assessed and how it is to be assessed
♦ ensure the conditions and resources required for assessment are available
♦ help candidates to identify and gather evidence
♦ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
♦ assess products of the candidate's own work
♦ question candidates and record results
♦ help candidates to present evidence
♦ authenticate the evidence candidates provide
♦ judge evidence and make assessment decisions
♦ identify gaps or shortfalls in candidates' competence
♦ provide feedback to candidates throughout the assessment process
♦ record achievement.

Candidate's role

♦ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
♦ help to identify sources of evidence and how these could be assessed
♦ carry out activities, and/or produce products of own work, and/or answer questions
♦ gather and present evidence
♦ receive and act on feedback from the assessor

Planning

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to **integrate** assessment. This means planning to assess an activity that draws on the contents of different Units or areas of competence. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new assessor working towards your A/V Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan, based on the Unit *Develop personal and organisational effectiveness 3*. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

Unit: Develop personal and organisational effectiveness 3					
Activities	**Statements of competence**	**Method of assessment/ Sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units**
Professional discussion on recent appraisal. Discussion on the preparation undertaken before the appraisal and how that helped to ensure an effective appraisal. Discussion on progress from previous appraisal. Discussion on personal development plan and how it mirrored the needs identified by self prior to the appraisal.	1 Agreeing opportunities to obtain feedback. 2 Using feedback to improve own effectiveness. The contents of a personal development plan. Roles and responsibilities at work.	Professional discussion. Product evidence Questioning.	14/9/05	Product evidence in form of organisational procedures. Previous appraisal.	
Questioning for knowledge and understanding not apparent from performance — to be identified from further assessment.	How to obtain and assess feedback on personal attributes and effectiveness at work. How to identify own development needs and preferred learning style.	Questioning	6/10/05		Interpersonal and Written Communication 4 — The applicability of interpersonal and written communication techniques.

Assessor's signature: *Jim Brown*

Candidate's signature: *Claire Goldie*

Date of agreement: 1/9/05

1st review due *29/9/05*

2nd review due *14/10/05*

Date of completion: 31/10/05

Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

♦ by **valid** we mean that the assessment method should be appropriate to the standards

♦ by **reliable** we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions

♦ by **practicable** we mean that the method ensures that the assessment makes best use of available resources, equipment and time

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers), have been agreed within your centre through its system of internal quality assurance. This system is often called **internal verification** — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions simulating the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

♦ evidence arises naturally from the candidate's normal work

♦ much of the evidence based on product outcomes is available in both hard and soft copy

♦ evidence from colleagues is in the form of 'expert witnesses'

♦ there are opportunities for observation (could also constitute a challenge)

♦ familiarity between the candidate and the assessor (this could also constitute a challenge)

The challenges might be:

♦ confidentiality of evidence content

♦ pressure of work

♦ shift working

♦ difficulties in arranging assessment of knowledge and understanding

♦ arranging for observation of infrequent activities

An example

You may arrange to visit a candidate at their workplace to observe how she/he handles incoming calls — ensuring that authorisation is given according to organisational procedures, and that all calls meet the service level requirements. As the candidate works night shifts only, you would arrange your visit when the candidate is working — to ensure equality of access to assessment.

You could use a pre-prepared checklist to carry out the observation, or you could record the details of what you observed on an observation report. You could also use a list of questions to cover the knowledge and understanding requirements of the Unit component, and the candidate's response might be recorded as oral evidence. You may also need to take into account confidentiality of evidence content, so you might need to note that this is the reason why the evidence is not in the portfolio, but is accessible in the workplace (noting where it is kept). You could also arrange witness testimony to confirm competency in these areas.

Methods of assessment

Assessment can involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evaluation, and questioning.

Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

♦ working alongside the candidate

♦ arranging to visit when naturally-occurring activities are carried out by the candidate

♦ arranging for activities to take place

Observation by the assessor can often be supplemented by other assessment methods, such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

Product evaluation

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence include:

For the Unit *Develop Personal and Organisational Effectiveness 3*, documents presented by the candidate could be:

♦ minutes of meetings, certificates of attendance at training events providing evidence towards participating in specified development activities

♦ training needs analysis

♦ self-assessment documents used for appraisals and the appraisals themselves

♦ call reviews/monitoring by line manager or peers — these could provide evidence for using feedback to improve own effectiveness and identifying and participating in relevant development activities

In the Unit *Customer Care 3,* documents presented by the candidate could be:

♦ copy of the organisational aims and objectives and/or the service level agreements they would need to comply with organisational requirements for customer support

♦ copies of audits of working practice they have participated in, eg peer reports, remote monitoring

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case, and questioning can be a useful way of confirming what candidates know and understand.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written.

Examples

In the knowledge and understanding item 'The types of Health and Safety hazard that can arise as a result of work activities' for the Unit *Health and Safety in ICT and Contact Centres 3*, the candidate needs to know and understand what a hazard is, and then understand and explain what a likely hazard is in the use of certain resources or activities. You could be observing them in the workplace carrying out an activity and ask them the following questions:

♦ What are the likely hazards within your work area?

♦ What are the possible hazards from the use of the display screens?

Suitable responses could be that trailing wires are a hazard is (identified by the candidate) and that a possible hazard from the use of a display screen is eyestrain. As a further knowledge requirement is to demonstrate understanding of health and safety regulation and legislation, a further question could be to identify and explain the regulation that covers the use of display screen equipment.

In the Unit *Direct Selling and Customer Acquisition 3*, the candidate needs to know and understand about information-gathering and its use. You could be carrying out oral questioning (which could be taped) basing your questions on a new service the candidate is promoting. You could ask the following questions:

♦ To promote a new service you need to find out who the potential customers are. What are the tools and techniques that can be used to gather customer information?

♦ What would the purpose be of gathering this information?

Suitable responses could be market research, customer surveys, questionnaires, use of existing data on customers. The information would be used to establish the potential customers who may be interested in the new product to draw up a contact list.

Other methods of assessment

These methods, like questioning, are often used for authentication. See section 3 for more about authenticating candidates' evidence.

Personal statements

You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a **personal statement.** You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use

of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

A useful source of evidence of knowledge and understanding and of authenticity could be provided by a personal statement describing the procedure for handling customer complaints and software, and the way a particular complaint was handled. A personal statement could also be used for 'What I would do if…' situations but it should not be used as a substitute for skills and techniques evidence.

Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates. In this situation, other people might be able to provide a statement on what your candidates have been doing or producing, as part of their work. Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the person providing the witness testimony. You will have to take these factors into account as you make your judgement.

Strongest	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the A/V Units or 'D-Units'.
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning candidates.

The assessment of workplace performance should be as natural and efficient as possible and, therefore, evidence of competence should, where it is possible, come from work colleagues and supervisor — acting as 'expert witnesses'.

It is essential that the status of the expert witness is clearly defined and that records are maintained of the witnesses involved for a particular candidate. This information should be recorded and maintained for every person providing witness testimony. It is your responsibility to approve witnesses, and to determine their areas and degrees of expertise both in the candidate's area of work and in their knowledge of the standards. This process of approval will set the level of witness evidence that can be accepted, and, possibly, exclude witness evidence where it is not competent.

Simulation

Simulation is any structured assessment exercise involving a specific task that reproduces real-life situations.

On some occasions, it might not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

e-skills UK has defined what it regards as simulation, and has specified in the standards when simulation is and is not acceptable.

Simulation is defined as the simulation of work tasks and activities, **not** the activity of working in a contact centre role. Simulation is only permitted for assessing the optional Units. Where tasks and activities are simulated, they must be undertaken in a realistic working environment.
A realistic working environment is defined by the following criteria:

♦ is based on a work task, activity or scenario that is sufficiently challenging for the level of the understanding and skills to be assessed

♦ includes a comprehensive range of demands and constraints typical of those that would be met in a real work context

♦ gives candidates access to people, equipment and materials that would be normal for the tasks or activities represented

♦ places the candidate under pressures of time and interruptions that would be normal in the workplace for the type of tasks and activities represented

♦ is replicable, in order to allow opportunities for reassessment under comparable conditions, where necessary

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy on SQA's website: **www.sqa.org.uk**.

Other sources of evidence

Other sources of evidence can be previous experience or learning, case studies or assignments.

SQA's *Guides to Assessment and Quality Assurance* (see section 5) have more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

3 Generating evidence

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, this section gives you examples of forms that you can use to record and present evidence of:

♦ observation (by the assessor)
♦ questions and candidate responses
♦ personal statement (produced by the candidate)
♦ witness testimony
♦ product outcomes

There are blank forms that you can copy and use in assessment in Appendix 1.

Observation

For observation, note that the completed sample form below asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

Observation record

Unit(s): *Direct Selling and Customer Acquisition in Contact Centres 4*
Candidate: James Bailey   **Date of observation:** 14/8/05

Evidence index number: Task 1

Skills/activities observed:	Skills and techniques covered:
I conducted a professional discussion with James on how he put in place the launch of a new product. He explained to me the information gathered on possible customers and we went through the various documents and reports he had with him. He also explained how he used the information along with the proposed targets to be reached to put together a sales plan. He identified the issues, risks and constraints that were associated with the sales plan and how he addressed them. He also explained the incentive scheme that was developed and then we discussed how he supported and encouraged colleagues during the launch and subsequently. We finally discussed the results of the launch, what he has since changed and the improvements he has made. The legislation and regulation relating to the use of customer information was also discussed.	Specifying sales information to be gathered Using sales planning techniques to create sales plans.

Knowledge and understanding apparent from this observation:
Direct selling 4 — 1 legislation and regulations relating to the use of customer information
2 techniques for sales and information gathering and use 3 organisational sales targets and
objectives 4 current and anticipated products and services.

Other Units/Elements to which this evidence may contribute:
Interpersonal and written communication 4
Performance management 4

Assessor's comments and feedback to candidate:
Good evidence provided for showing ability to project manage. You established all the
required facts and put in place a well organised plan of action which you have since
evaluated. We now need to have the evidence authenticated through a statement from the
Sales Director. Remember further tasks are needed for this Unit.

I can confirm the candidate's performance was satisfactory

Assessor's signature: *Kathryn Clark*   Date: *14/8/05*

Candidate's signature: *James Bailey*   Date: *14/8/05*

Questions and candidate responses

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

Record of questions and candidate's responses

Unit: Interpersonal and Written Communication 3	Knowledge and understanding: 1
Evidence index number: Task 6	

Circumstances of assessment:
Oral questioning at the candidate's workplace using a tape recorder.
Questioning concerned the interpersonal techniques that can be used when communicating directly. The following is a transcript of the recording for demonstration purposes.

List of questions and candidate's responses:

Q: Explain what attentive listening means?
A: Attentive listening is the difference between hearing and listening, ie recognising what is being said.

Q: What are the listening barriers to a successful call and how can you reduce them?
A: In a contact centre like the one I work in the listening barriers are that it can be very noisy which can result in a loss of concentration at times. Also the noise can be annoying to the customer and I often have to ask them to repeat things because I haven't heard what they have said. Also there are other distractions like trying to overhear other conversations. I can in the case of the latter concentrate on my own calls and not listen to the others except of course when I am doing reviews. However the former is more difficult to reduce but I try to keep my own noise levels down and encourage my team to do the same.

Q: Name and explain three different types of questioning.
A: You can have open — where you ask questions that are likely to encourage the person to talk. You also have closed where the person will answer yes or no; and probing which you use when you want more information.

Assessor's signature:	*Craig Hurley*	Date:	*12/8/05*
Candidate's signature:	*Malcolm McNair*	Date:	*12/8/05*

Candidate's personal statement

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, and how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered
		Today I received my appraisal from my line manager. I had been asked to self-assess and I did so using the company forms. I recognised from my self-assessment that I had progressed from my last appraisal and that my strengths were that I was increasing my call satisfaction rate and my average call was now down to 3.4 minutes, which was now within the company expectations. I felt confident going in and we discussed my progress to date, most of which I had accurately identified myself. I still had areas to improve in, and we agreed them. I suggested that I attend the service desk team meetings as that way I would know more about the issues that are arising. It was agreed I could do this and feedback the outcomes to the others on my team. I also asked to attend the training on the new product being launched in September, and again that was agreed. I also suggested I could benefit from attending a course on the new software to be introduced as I felt it would be beneficial if I understood its functions and the reports it could produce to help us. My line manager agreed to approach the IT department to see if I could work closely with them while it was being introduced. We then agreed the content of my personal training and development plan, which is attached along with a copy of my appraisal. During the appraisal I made a suggestion about how we could reduce the call times, which my line manager was interested in. I have now been asked to carry out research on this and produce a report to present at the next managers' meeting in August.	Task 3 — appraisal and PDP. Also self-assessment.	*Develop personal and organisational effectiveness 3*

Signed by candidate: *Carol Jenkins*

Date: *21/6/05*

Witness testimony

Remember when you to use witness testimony that it must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.

Witness testimony

SVQ title and level:	Performance Management 4
Candidate's name:	Gayle Savage
Evidence index no:	Task 3
Index no of other evidence which this testimony relates to (if any):	Personal storyboard on managing organisational change within task 2
Statement of competence(s)	Managing organisational change
Date of evidence:	14/7/05
Name of witness:	Alan Young
Designation/relationship to candidate:	Company Sales Director and Gayle's line manager

Details of testimony:

Gayle was asked to introduce new working practices and a new incentive programme to her department. The new practice involved considerable retraining of the staff, and she needed to put together a very detailed training programme within a very strict timescale. This she did with great efficiency and success, while ensuring there was minimum disruption to the work of the department. The new working practice required the existing staff to accept a new rota, which obviously required considerable negotiation and diplomacy. This was successfully introduced, despite staff reluctance at first, and with no loss of staff. She put in place various measures to minimise the fears of staff and to reduce workplace stress while the new incentive programme was being introduced. Staff feedback indicates that this has been well received. I would like to take this opportunity to congratulate Gayle on a job well done.

All of this work was carried out promptly, accurately and efficiently and Gayle followed the company procedures at all times with the best interests of the company and her staff in mind at all times.

I can confirm the candidate's evidence is authentic and accurate.

Signed by witness: *Alan Young*   Date: *14/7/05*

Witness (please tick the appropriate box)**:**

☑   Holds A/V Units or D32/D33 Award

☐   Is familiar with the SVQ standards to which the candidate is working

Filling the gaps

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find that certain situations have not arisen during assessment. Often these will relate to dealing with health and safety issues, or in cases where the task concerned is perhaps not something that occurs regularly, or is not a part of the candidate's job role — for example, handling and resolving customer complaints as required within *Customer Care 3.*

In this SVQ, such apparent gaps are likely to occur in generating evidence for what, in previous versions of the SVQ, was contained under the heading 'Range items'. In this SVQ, the list of items occurring after the words 'such as' or 'eg' require the demonstration of a selection of these items — typically three. These lists, however, are not exhaustive and other equivalent items may be introduced.

Where major gaps in skills and techniques arise, the co-operation of workplace supervision may allow the candidate to undertake a wider range of work to cover these gaps or, as a fully acceptable alternative, the use of simulation.

Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be ongoing, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for reassessment.

Judging candidate evidence and making an assessment decision

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. SQA has produced a separate document specifying the minimum evidence requirements for each Unit in these SVQs (*Evidence Requirements for Contact Centre SVQs*). This will help you to judge whether your candidate has produced sufficient evidence to meet the requirement of competence in each Unit.

You must also consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.

Evidence must:

♦ be relevant to the SVQ
♦ be authentic
♦ show current competence
♦ be sufficient to help you form a decision about the candidate's competence

Insufficient evidence

You have to judge whether the candidate has produced enough of the evidence required by the standards for you to reach a decision about this evidence.

Where there is insufficient evidence, you should say this to your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

Authenticating candidates' evidence

Authentication is required where you have not observed candidates' performance at first hand. You can authenticate a candidate's evidence by doing the following:

♦ questioning them
♦ asking them to produce a personal statement
♦ using witness testimony
♦ seeking peer reports from other colleagues of the candidate

An example

In the Unit *Customer Care 3,* the observation of complaint handling might be difficult, as there is no guarantee that a customer would complain during the assessment. This means that suitable evidence for the assessment of complaint handling within the 'Skills and Techniques' section would be a record of the complaint showing the actions taken by the candidate to deal with it at their own level of responsibility. This record, depending on culture of the organisation, might be very formal and would be automatically authenticated by a member of management to confirm the resolution of the complaint to organisational requirements.

However, in a less formal organisation, the candidate might, for the purposes of the SVQ, produce a series of personal statements describing their handling of a particular complaint and the outcome. In such a situation, it would be essential to produce supporting evidence to ensure authenticity. This might be witness testimony and/or questioning by the assessor.

4 Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification. The candidate's evidence is normally kept in a file, often called a **portfolio.** These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an external verifier what stage a candidate has reached in achieving the SVQ.

For the SVQ for Contact Centre Professionals, SQA has produced a portfolio. This sets out to simplify the layout of the standards both for the assessor and candidate. It is Unit/level based and specifies the broad evidence requirements along with provision for recording the assessment decision for the Unit. It is recommended that centres adopt the SQA produced portfolio structure.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) may be sufficient for the external verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

♦ it provides a way of tracking a candidate's progress in achieving an SVQ
♦ it helps candidates to make claims for certification of their competence
♦ internal verifiers and external verifiers use the records to sample assessment decisions
♦ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier or external verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you and your candidate might use to compile the portfolio.

♦ Completing the Unit progress record
♦ Using the evidence index
♦ Completing the Unit achievement record

These forms are also used in SQA's portfolio.

Completing the Selection of Units and Unit Progress Records

A Selection of Units and Unit Progress records have been included here. It is important to note that at each level at least 60 per cent of the Units must be achieved at the level of the award, while only two of the restricted optional Units can be taken. The Unit values for Contact Centre Professionals are 180 for level 3 and 280 for level 4.

The Selection of Units form should be used at the initial assessment or induction stage and should indicate the Units selected by the candidate and their relevant level. The Units and levels selected should be agreed by the assessor and candidate and discussion should be held with those within the candidate's organisation who are affected by and involved in the SVQ process.

The Unit Progress Record should be completed each time the candidate achieves a Unit from the SVQ by adding signatures and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly, and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both the assessor and the candidate to see at a glance what stage the candidate is at in their SVQ.

SVQ Contact Centre Professionals: Selection of Units

Candidate: _____

(Please print)

Contact Centre Professionals SVQ level (Circle as appropriate): 3 or 4

Unit	Unit Values and level					Units Selected					Options (60% at Award level)*
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	
Health and Safety in ICT and Contact Centres	5		30	40	50						
Develop Personal and Organisational Effectiveness	5	15	25	35							
Contact Centre Systems and Technology	10	20	30	40	50						
Customer Care	10	20	30	40	50						
Direct Selling and Customer Acquisition in Contact Centres	10	20	30	40	50						
Interpersonal and Written Communication	5	15	30	40							
Performance Management			30	40	50						
Remote Support for Products or Services	10	20	30	40	50						
Staff Resource Planning for Contact Centres			30	40	50						
Restricted option Units:											
Supporting Learning and Development (Imported suite of Units)			30								
Managing People and Resources (Imported suite of Units)			30	40	50						
Managing Quality (Imported suite of Units)			30	40	50						

Unit	Unit Values and level					Units Selected					Options (60% at Award level)*
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5	
Project Management (Imported suite of Units)				20	25						
Use IT Systems	5	15	25								
Use IT to Exchange Information	5	15	25								
General Uses of IT	5	15	25								
Use IT Software	5	15	25								
Internets and Intranets	5	15	25								
E-mail	5	15	25								
Word Processing Software	10	20	30								
Spreadsheets Software	10	20	35								
Database Software	10	20	35								
Specialist or Bespoke Software**	10	20	30								
Total Unit value -											
Minimum required Unit value -						40	100	180	280	350	**See footnote***
Candidate's signature Date:											
Assessor's signature: Date:											
Line Manager's signature: Date:											

*NB: At each level, at least 60 per cent of the Optional Units must be achieved at the level of the award. These Unit values (rounded) are for Contact Centre
Operations: **110 for level 3 and 170 for level 4**
**Bespoke or specialist software is an optional Unit to recognise and control the skill levels in a software package that is important to an organisation. Availability of this Unit is at the discretion of the awarding bodies.

Unit Progress Record

Qualification and level: Contact Centre Professionals 4

Candidate: Tony Scott

To achieve the whole qualification, you must prove competence in the two **mandatory** Units and **optional** Units to the minimum required total Unit value — 180 for Level 3 and 280 for level 4.

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
DL8E 04	*Health and Safety in ICT and Contact Centres 4*	Louise Walker	2.3.05
DL83 04	*Develop Personal and Organisational Effectiveness 4*	Louise Walker	18.3.05

Optional Units achieved

Unit Number	Title	Assessor's Signature	Date
DM6T 04	*Contact Centre Systems and Technology 2*	Louise Walker	6.4.05
DL7E 04	*Customer Care 4*	Louise Walker	23.4.05
DM76 04	*Direct Selling 4*	Louise Walker	14.5.05
DL8K 04	*Interpersonal and Written Communication 4*	Louise Walker	11.6.05
DM77 04	*Performance Management 4*	Louise Walker	30.6.05
DJ6K 04	*Spreadsheet Software 3*	Louise Walker	28.7.05

Using the Index of Evidence

The purpose of the index of evidence is to help the assessor locate and work through the candidate's evidence. It should give a summary of the evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

♦ the index number for each piece of evidence

♦ a description of each piece of evidence

♦ the place or location where it can be found

♦ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

Ideally, it should be candidates themselves (with assessor support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when the candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important, because while it would be acceptable for evidence produced through day-to-day work to be kept in its normal location, evidence produced through assessment for the SVQ (such as observations checklists) **must be** filed in the candidate's portfolio. In this way, the candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or external verifier might be unable to confirm the assessment decisions.

Index of evidence

SVQ title and level: Contact Centre Professionals 3

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
Task 1	Observation of the call-handling process with use of oral questions. Product evidence seen in the workplace during the observation.	Yes but product evidence in accounts office under sales.	
Task 2	Professional discussion on the handling of two difficult complaints. Witness testimony. Product evidence to back this in sales office.	Yes but product evidence in sales office.	JS 6/5/05
Task 3	Professional discussion on recent sales drive on how leads gathered and how sales reviewed. Outcome of personal sales figures discussed and how successful personal sales were against the overall sales drive results. Witness testimony and sales figures, reports etc seen.	Yes but reports etc available from computer as is customer data.	
Task 4	Witness testimony and appraisal/ personal development plan. Personal statement on how intend to develop. Product evidence of reviews etc.	Yes	JS 6/5/05 18/8/05
Task 5	Personal statement and professional discussion on improvement to working practice suggested to line manager. Witness testimony. Report presented.	Yes but report in computer.	

Completing the Unit achievement record

To help the cross-referencing of the evidence to the standards of the SVQs, records similar to those produced in the SQA portfolio have been provided. One record should be used for each Unit. The grids should be completed by:

♦ entering the evidence index number in the first column

♦ giving a brief description of the evidence in the second

♦ ticking the relevant boxes for the performance criteria (or statements of competence as they are increasingly described in SVQs)

♦ entering the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking skills and techniques and knowledge and understanding across different Units) the evidence should be cross-referenced back to the relevant Units.

A completed example has been included to show how to use the record.

Unit achievement record

Unit: Customer Care 2

Evidence Index No	Description of Evidence	Skills and techniques						Areas of knowledge and understanding											
		1	2	3	4	5		1	2	3	4								
Task 1	Observation	✔	✔	✔	✔			✔		✔									
	Product evidence	✔		✔															
	Questioning							✔	✔	✔									
	Candidate personal statement	✔	✔	✔	✔			✔	✔	✔									
Task 2	Observation	✔	✔	✔	✔						✔								
	Witness testimony	✔	✔	✔	✔						✔								
	Product evidence				✔						✔								
Task 6	Professional discussion	✔	✔	✔	✔	✔		✔	✔	✔									
Task 7	Witness testimony	✔	✔	✔	✔	✔													

Unit: Customer Care 2

Notes/Comments

Euan has shown that he is able to competently operate and understand the systems and technology in use in his organisation. He carries out his duties according to organisational procedures and during observations showed considerable ability to deal with a wide range of tasks. He was a very supportive coach to others and showed considerable knowledge. He also was very willing to explain the more technical details in user friendly terms.

Euan produced new reports to assist the call handlers meet their new KPIs and discussed ably with management how systems could be enhanced to optimise performance.

The evidence from here could be used towards certain parts of *Interpersonal and written communication 3*.

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate: *Sheila Boyd*   **Date:** *11/8/05*

Assessor: *Euan MacAskill*   **Date:** *11/8/05*

Internal verifier: **Date:**

5 Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at **www.sqa.org.uk** on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Verification: A Guide for Centres

Guide to Assessment

Introduction to Assessment Arrangements for Schools and Colleges

SQA's Quality Framework: a guide for centres

Operational Help Centre

The Operational Guide for Centres has been replaced by the online Operational Help Centre on **www.sqa.org.uk**

Appendix 1: Blank recording forms

Unit progress record

Qualification and level:

Candidate:

To achieve the whole qualification, you must prove competence in the two **mandatory** Units and **optional** Units to the minimum required total Unit value — 180 for Level 3 and 280 for level 4.

Unit Checklist

Mandatory										
Optional										

Mandatory Units achieved

Unit	Assessor's Signature	Date

Optional Units achieved

Index of evidence

SVQ title and level:

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)

Unit achievement record

Unit:

Evidence Index No	Description of Evidence	PCs							Range															

Unit:

Skills and techniques:

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: **Date:**

Assessor: **Date:**

Internal Verifier: **Date:**

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate:

Date of
observation:

Evidence index number:

Skills/activities observed:	PCs covered:

Knowledge and understanding apparent from this observation:

Other Units/Elements to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

**Assessor's
signature:**   **Date:**

**Candidate's
signature:**   **Date:**

Witness testimony

SVQ title and level:	
Candidate's name:	
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Element(s):	
Date of evidence:	
Name of witness:	
Designation/relationship to candidate:	

Details of testimony:

I can confirm the candidate's evidence is authentic and accurate.

Signed by witness: **Date:**

Witness (please tick the appropriate box)**:**

☐   Holds A1/A2 Units or D32/D33 Award

☐   Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

Unit:	Element(s):

Evidence index number:

Circumstances of assessment:

List of questions and candidate's responses:

Assessor's signature:	Date:
Candidate's signature:	Date: