



# **Assessment Guidance for SVQ1 Business and Administration SCQF level 4 (GK6W 21)**

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## About this guide

This guide provides some practical examples of how to assess your candidates for **SVQ1 Business and Administration SCQF level 4**. You may be able to think of 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 document has been provided to assist assessors and internal verifiers with the delivery of **SVQ1 Business and Administration SCQF level 4**.

It should be noted that this document will be updated throughout periodically in line with incremental change.

Whilst the guidance contained in this document is not mandatory, it illustrates the standard and range of evidence the External Verifier expects to see.

## About SVQs and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. 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 which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

There are SVQs for nearly all occupations in Scotland and they are available at SVQ levels 1–5. SVQs are currently notionally placed in the SCQF as the individual SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ. SVQs are a means of recognising the skills and knowledge people need in employment, ie job competence. Successful completion of an SVQ provides clear evidence that the learner works to nationally recognised occupational standards.

Each Unit defines one aspect of a job or work-role, and says what it is to be competent in that aspect of the job. To be awarded a full SVQ, learners must achieve each of the SVQ Units which make it up by demonstrating that they are competent in that aspect of the job. The Units which make up the SVQ can also be taken as freestanding awards. Some SVQs or SVQ Units are incorporated into other awards or programmes including HNCs and Modern Apprenticeships.

## Explanation of levels

<b>SVQ1 (SCQF level 4)</b>	Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.
<b>SVQ2 (SCQF level 5)</b>	Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.
<b>SVQ3 (either SCQF level 6 or 7)</b>	Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.
<b>SVQ4 (either SCQF level 8 or 9)</b>	Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.
<b>SVQ5 (SCQF level 11)</b>	Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

For further information on SCQF go to [www.scqf.org.uk](http://www.scqf.org.uk).

## Structure of the SVQ

This section lists the Units which form SVQ1 Business and Administration SCQF level 4.

### Qualification structure

To achieve the SVQ, you must complete **six** units in total.

Both mandatory Units must be completed and at least two Units from **Group B**, the remaining two Units may be selected from **Group B** or from **Group C**.

At least four of the Units selected must be SCQF Level 4 Units and only one of the Preparing Text or imported IT Units can be completed.

Please refer to the information provided on **restricted combinations** at the foot of the qualification structure table.

<b>SVQ1 Business and Administration SCQF level 4 — GK6W 21</b>		
<b>SQA Number</b>	<b>SSC Number</b>	<b>Unit Title</b>
<b>Group A Mandatory Units</b>		
FD8G 04	S102	Support Work Procedures in a Business Environment
F93M 04	S105	Understand How to Communicate in a Business Environment
<b>Group B Optional Units: 2–4 Units must be selected</b>		
FD8K 04	S101	Accept Instructions to Manage and Improve Own Performance in a Business Environment
F93R 04	S103	Contribute to Solving Business Problems
FD8J 04	S104	Contribute to Working With Others in a Business Environment
H982 04	S112	Use Occupational and Safety Guidelines When Using a Workstation
F9A3 04	S113	Using Email 1 <sup>b</sup>
F9D6 04	S124	Word Processing Software 1 <sup>b</sup>
<b>Group C Optional Units: 0–2 Units must be selected</b>		
FD8T 04	S109	Prepare Text from Notes Using Touch Typing (20 wpm) <sup>a</sup>
FD9W 04	S212	Prepare Text from Notes <sup>a</sup>
F93N 04	S106	Make and Receive Telephone Calls
FD9P 04	S223	Support the Organisation of Business Travel or Accommodation
FD94 04	S209	Handle Mail
FD96 04	S250	Meet and Welcome Visitors
H559 04	S218	Store and Retrieve Information Using a Filing System
FD99 04	S219	Provide Archive Services
F93V 04	S220	Use Office Equipment

Either unit S109 or S212 may be selected but not both. <sup>a</sup>

Either Unit S113 or S124 may be selected but not both <sup>b</sup>

## Target candidate group

The SVQ in Business and Administration at level 1 (SCQF level 4) is about following routine procedures in an office, supporting work procedures and understanding how to communicate in a business environment

Suitable candidates will typically hold job titles such as:

- ◆ Administration/Administrative Assistant
- ◆ Data Entry Assistant
- ◆ Office Junior
- ◆ Junior Administrator
- ◆ Administration Apprentice

This is not an exhaustive list. Candidates are likely to be undertaking work as allocated to them, according to routine processes, under the close supervision of others.



## Roles and responsibilities

Assessment of an SVQ depends on clarity, focus and planning. Both you and the candidate should be clear on your roles in the assessment process before you begin.

### Assessor's 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
- ◆ help candidates to present or signpost evidence
- ◆ observe and record candidates' performance
- ◆ 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

### Candidates' role

- ◆ prepare for assessment — become familiar with the standards and understand what is to be assessed and how the assessment will be carried out
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, collate work products, answer questions, write personal statements etc.
- ◆ signpost evidence to the standards
- ◆ make evidence available in an organised manner when required by assessor, internal verifier and/or external verifier
- ◆ reflect upon and act on feedback from the assessor

### Internal verifier's role

The internal verifier has a key role in ensuring the integrity and quality of the assessment process. An internal verifier is responsible for providing a quality check on assessment decisions, usually on a sample basis. Samples may be greater or smaller depending on the experience of the assessor and taking into account other risk factors. The internal verifier is not re-assessing the evidence but judging the validity and reliability of the assessment decisions sampled.

The internal verifier function is responsible for ensuring the validity of internal assessments and the reliability of assessors' judgements. This responsibility has several components:

- ◆ checking assessment instruments to ensure validity
- ◆ sampling assessment decisions
- ◆ maintaining assessment and verification records
- ◆ managing standardisation activity
- ◆ Identifying possible CPD needs and continuous improvement opportunities
- ◆ providing general support to assessors

Depending on the size of the centre and the respective responsibilities allocated, individual internal verifiers will contribute to these areas but may not have sole responsibility for them.

For more information on internal verification refer to *Internal Verification: A Guide for Centres offering SQA Qualifications* (Pub code FA5291), available at [www.sqa.org.uk](http://www.sqa.org.uk)

## **Starting an SVQ – first steps**

It is best practice to arrange an initial induction meeting with the candidate to help familiarise with the requirements of an SVQ. Candidates may have previously completed an SVQ or be completely new to the process. The candidate's previous experience and familiarity - or lack thereof – with SVQs will influence the next stage of planning. Experienced candidates may be confident in moving straight to assessment planning, whereas initial assessment plans may need to be more limited and tentative for new candidates finding their way.

Regardless of a candidate's previous experience, there may be a degree of training and/or learning required before he or she is ready to begin gathering evidence for assessment. This is most likely to be the case with younger, less experienced candidates who have recently left school and/or Modern Apprentices. However, ultimately this is down to the circumstances of the individual candidate.

It is also important to establish a working relationship with the employer to maximise the candidate's access to opportunities to gather evidence, and to avoid as much as possible, any barriers arising that could impede progress. It is important that employers understand that an SVQ is a competence-based qualification requiring assessment in the workplace via observation and products of work. They should therefore be prepared to consent to the assessor having some access to the workplace for assessment, and the use of products of real-life work as evidence for the SVQ. Establishing this at the outset will go some way to preventing difficulties at a later stage regarding confidentiality and any other sensitivities or expectations an employer may have.

An initial induction meeting may cover the following:

- ◆ An overview of the SVQ – i.e. its purpose (to certificate competence in a job role) and how this influences the way they are assessed. This need not be a detailed explanation at this stage (too much detail may overwhelm the candidate), rather cover the basic principle that performance evidence is used to demonstrate competence and supporting evidence for knowledge (not explicit from performance). A NOS unit may be used as an example and you may wish to outline some of the different forms of performance and supporting evidence.
- ◆ A discussion of the candidate's role - this will help identify suitable optional units (it is not necessary to identify all of them at the outset). It may also offer opportunities to identify colleagues who could potentially provide supporting evidence in the form of witness statements, or even by providing mentoring support.

- ◆ An initial assessment of the candidate's knowledge, skills and experience – this will help identify any learning/training needs that may be required for the candidate to achieve. Experienced candidates may be able to progress to assessment without much preparation, whereas candidates new to their job role may require a period of training before they can demonstrate the level of competence required. This is usually the case with Modern Apprentices.

## **Planning assessment**

Assessment plans are an important means of ensuring the assessment process runs as smoothly and efficiently as possible. This is especially critical at the outset and particularly in the case of inexperienced candidates. Assessment plans should identify when and how assessment will be carried out. Candidates need to have a clear understanding of what is being assessed, what methods will be used and what evidence they have agreed to produce.

Assessment planning can help candidates to relate their routine work place activities to the standards within the SVQ units and therefore avoid the pitfall of generating evidence that is not relevant to the qualification.

Although assessment planning is vital, it provides a framework to guide candidates in the generation of evidence – assessment plans should not be inflexible. They should not be considered assessment tasks to be rigidly adhered to and either passed or failed. Real-life workplaces are a fluid and dynamic environment, and unforeseen opportunities to gather evidence are likely to arise. These should be capitalised on as much as possible.

In developing an assessment plan, assessors should:

- ◆ have a thorough knowledge of the SVQ
- ◆ get to know the candidate and their workplace
- ◆ plan realistically around the candidate's role, working pattern and circumstances
- ◆ identify opportunities for gathering relevant evidence
- ◆ use feedback to inform subsequent plans and establish any training needs

## **Assessment planning meeting**

At an assessment planning meeting, the following should be agreed and recorded between the assessor and candidate:

- ◆ what is to be assessed
- ◆ the assessment method
- ◆ a date for when the evidence will be submitted to the assessor

Assessment plans are working documents — they can be updated and changed according to progress. Their purpose is to guide the candidate by providing a framework for working through the qualification, therefore if assessment methods vary and/or dates are moved, this is not an issue providing the evidence complies with the relevant standard(s) and Assessment Strategy.

When planning assessment, make the most of opportunities to *integrate* assessment. This means planning to assess an *activity* that draws on the contents of different Units. It can be an efficient and cost-effective way of assessing your candidate's competence.

## **Beginning assessment**

Don't try to cover the mandatory Units first. The mandatory units consist mainly of softer generic knowledge and skills embedded throughout the routine activities associated with the job role (eg support work, understand how to communicate). The optional units are designed around focused specific competences (eg make telephone calls, use e-mail, etc). This means that evidence towards the mandatory units will naturally occur from assessment of the optional units and so any assessment of the mandatory units prior to completion of optional units will inevitably lead to overassessment.

It is usually a good idea to begin assessment by asking the candidate to provide performance evidence for a unit (or units) without reference to the Knowledge. This is because the candidate is likely to generate some knowledge evidence implicitly via their performance evidence. If the candidate begins with knowledge evidence he/she runs the risk that this evidence is later covered implicitly via performance and therefore is an unnecessary duplication. Once the performance evidence has been evaluated, the assessor and candidate can identify the outstanding knowledge requirements that remain to be met.

## **Assessment – recommended approaches**

The following recommended approaches are likely to help you achieve positive outcomes in assessing the Business and Administration SVQ:

- ◆ be candidate-led rather than provider-driven — organise assessment according to each candidate's circumstances rather than pre-determined programmes or templates
- ◆ always prioritise naturally-occurring evidence (the majority of performance evidence should always be generated in the workplace)
- ◆ employ a holistic approach – assessment focused on *activities* (rather than units) that provides evidence towards more than one Unit.
- ◆ use a range of assessment methods and evidence, driven by candidates' activities in the workplace i.e. *Triangulation*
- ◆ use Performance Evidence to cover Knowledge where possible
- ◆ use questions to supplement (rather than duplicate) observation — there is no need to separately evidence Knowledge that has been clearly demonstrated through performance
- ◆ consider competence over time holistically (usually by Unit) rather than by individual Performance Indicator – covering PIs multiple times will inevitably lead to overassessment, although hitting most PIs more than once is likely to occur naturally

## **Be flexible**

Although assessment planning is important, it should not be overly rigid. Assessment planning is about providing a framework for candidates to gather evidence, not a series of mandatory assessment tasks. It is rarely possible to foresee everything that may arise in a fluid and dynamic business environment, therefore assessors should be prepared to deviate from plans in the interests of capitalising on unforeseen opportunities to gather evidence outwith the plan eg if a problem or unexpected customer query arises.

A good Observation will often include questioning to capture Knowledge that may not be completely explicit from the practice. It is recommended that Work Products and Personal Statements be combined where possible, for example, through the use of screenshots embedded within the document to illustrate documents/emails etc at the point referred to (see, *Examples of Practice*). Different forms of assessment blended in this way are very powerful means of providing high quality evidence that in turn gives us a high degree of confidence in judgements of competence. This is a very good example of Triangulation.

## **Assessing Knowledge**

Knowledge is an integral aspect of competence and should be assessed in the context of performance as much as possible. Assessment of knowledge in isolation from performance threatens the validity of competence-based assessment. In reality, knowledge is used to support performance, not the other way around. Knowledge that is decoupled from performance is less meaningful and increases the risk of a rote memory approach that fails to consolidate understanding and is forgotten after a short period of time.

Having said this, it is unlikely that all aspects of Knowledge will occur naturally in the course of completing an SVQ, so it is acceptable to use questions, both verbal and written – or even case studies – to evidence Knowledge. A useful way of evidencing Knowledge in context is for candidates to produce Personal Statements/Reflective Accounts written in the context of work they have completed. Again, it is not always possible for this to be produced in context, therefore it is acceptable for Knowledge to be evidenced generically; however the Assessor is required to take a holistic view in judging whether the candidate has demonstrated a sound understanding of the required Knowledge or simply memorised some information.

## Presenting evidence

Good referencing and presentation helps all concerned – candidate, assessor, IV and EV. It helps candidates see progress and can therefore boost morale and motivation. It helps IVs to be clear on Assessor's judgements. It makes it easier for the EV to be clear on centre's assessment judgements and therefore puts the centre on a solid foundation when EV visits take place. Ultimately, the onus is on the centre and candidate to demonstrate that the standards have been met in a way that is verifiable, so clear referencing and presentation is in everyone's interests.

When collating evidence, quality rather than quantity should be the aim — triangulation is better than lots of the same type of evidence — and complexity should be avoided. Candidate Portfolio pro-formas are available on SQA website to assist in the collection and referencing of evidence.

## Evidence in Situ

There may be situations where evidence cannot be stored in a candidate's portfolio. In such cases evidence may be kept in situ – that is stored in its original location in the workplace rather than the candidate's portfolio.

In the context of Business and Administration, SQA would normally expect this to be used only in situations where there is a compelling need for confidentiality, and where redaction of sensitive data would remove too much of the context of the evidence for robust assessment judgements to be made with confidence.

Such evidence should be referenced appropriately to provide a robust quality audit trail. **Evidence held in situ must be made available to assessors, internal verifiers and external verifiers as required to ensure the validity of the assessment process.**

## Examples of Practice

Exemplification of a variety of assessment approaches for SVQs in Business and Administration are available on SQA's Understanding Standards website - [http://www.understandingstandards.org.uk/Subjects/SVQ/BusinessAdministration/svq\\_ba\\_home](http://www.understandingstandards.org.uk/Subjects/SVQ/BusinessAdministration/svq_ba_home)

# Guide to Evidence and Assessment

<b>Performance evidence</b>
This is first hand evidence of how a candidate works in relation to the standards. It includes the output of performance ( <b>work products</b> ) and <b>observation</b> of performance. The use of performance evidence is the principal method of demonstrating valid and reliable competence.
<b>Assessor observation</b>
Observation of the candidate in the workplace — carried out by a qualified and occupationally competent assessor. This evidence is both valuable and reliable. At the right or left hand side of each observation record, assessors should reference the task being observed to the performance indicators. This indication is a crucial part of the assessment process and is an essential aid to the internal verification process. An observation should contain information about the context of the assessment.
<b>Work product</b>
Work products are also valuable and reliable items of performance evidence. Work products are outputs of performance such as documents, e-mails, records/reports, etc and should be annotated to place the evidence in context. This annotation could be recorded on a personal statement, written on the evidence or within a professional discussion.
<b>Supporting evidence</b>
This evidence supports the key performance evidence. Supporting evidence includes — personal statement/personal statement, questioning, professional discussion and witness testimony. Supporting evidence plays an important role in the triangulation of evidence.
<b>Personal statement/Storyboard/Reflective account</b>
A personal statement is a technique used to place evidence in context and to demonstrate knowledge. Some centres use the terms <i>Storyboard</i> or <i>Reflective account</i> . The terms are interchangeable — the important feature is that they are a candidate's own written description of their role in producing the evidence and/or their Knowledge. They can be written to cover parts of a Unit, parts of several Units, an entire Unit or even more two or more whole Units; however it is good practice to target personal statements/personal statements at Knowledge that has not been demonstrated through performance rather than starting with a 'catch all' approach from the outset.
<b>Questioning</b>
Questioning is normally used to fill knowledge gaps. This includes both written and verbal questioning. Responses to verbal questions should be recorded. Knowledge is likely to be covered by performance evidence, therefore additional written or verbal questioning may only be required for small parts of some Units. If questions are required they may be asked in written or verbal form. Assessors could ask verbal questions during an observation, during a professional discussion or as work product is being considered by the assessor. The assessor should use his/her judgement to decide the most appropriate opportunity to collect this type of evidence.

<b>Professional discussion</b>
Professional discussions are structured, planned, in depth discussions recorded in writing or captured on audio or digital video between the assessor and candidate. The assessor will plan in advance the areas to be covered and will guide the conversation to ensure it remains relevant to these areas. As professional discussion takes the form of a conversation, it may allow the candidate to be more expressive in their response, and therefore to cover more Knowledge, than to conventional questioning. Professional discussion is unlikely to take place during the course of an observation as it requires pre-planning — direct questioning is more likely to be appropriate under those circumstances.
<b>Witness testimony</b>
Witness testimony is confirmation by a colleague or line manager attesting to the candidate's competence and/or the authenticity of evidence. This may be a written document, a statement added to a piece of work product or as a discussion recorded by the assessor in audio, video or written form. Witness testimony can often be arranged to coincide with an observation of the candidate. It can be used to support the validity, authenticity, currency and reliability of the evidence. It can also be used to highlight competence of a candidate performing a task over a period of time.
<b>Simulation</b>
Whilst permissible, simulation should always be used as a last resort and must be regarded as a way to fill gaps. Using simulation to evidence entire Units is not acceptable. If a Unit or any part of a Unit is simulated it must be undertaken in a 'realistic working environment' (RWE). Units which have been imported into the Business and Administration SVQ must be assessed in compliance with the Assessment Strategy from the relevant area. Simulation can be used where candidates face barriers to gathering evidence through normal workplace activity in a Unit which forms part of their normal role in the workplace (eg where a customer service complaint/equipment problem does not naturally occur).
The RWE must replicate the key characteristics of the workplace in which the skill to be assessed is normally employed. Centres should refer to the Assessment Strategy for detailed information on RWE criteria.
<b>Assessment</b>
<b>Units with Words Per Minute Criteria (WPM) (Prepare Text from Notes/Shorthand/Recorded Audio Instruction)</b>
Some Units incorporate a requirement for candidates to input text or take shorthand at a relevant rate in words per minute. It would be best practice to measure this speed using a timed exercise. The word count is based on five keystrokes per word with the candidate input being measured over a 5 minute period with no more than five input errors. Where a candidate makes more than five errors in completing this exercise, a re-assessment needs to take place.



### **Separating training from assessment**

Materials used for training, or evidence of the outcomes of training, are not evidence of competence and should not be included in a Business and Administration SVQ portfolio of evidence. Only evidence of the candidate's practice in the workplace which has been assessed as meeting the standards should be presented in the SVQ portfolio. Evidence of Knowledge may be derived from personal statement, questioning and professional discussion (see above).

### **How much is enough evidence?**

The evidence presented against each Unit must clearly demonstrate the candidate's ability to perform the activity competently across a breadth of scope consistently to the required standard over time. All Performance Indicators and Knowledge should be referenced by at least one piece of appropriate evidence. For performance — supporting evidence may be used to fill small gaps. Performance over time is not about performing the same tasks several times, rather having different forms of evidence that complement each other over a period of time. In practice it is likely that there will be overlap in certain areas of the qualification in terms of tasks performed and evidence acquired, that will allow some PIs and Knowledge to be referenced more than once.

### **Use of confidential information as evidence (Evidence in situ)**

Some Units naturally rely on confidential and sensitive work product to confirm competence (eg HR records, customer financial records, medical files, etc). Where this is the case, steps must be taken to ensure the sensitive/confidential content is redacted. For some Units there may be a bulk of sensitive or confidential information where redacting the content would remove too much of the context for a reliable assessment judgement. In these instances it may be more appropriate to sign-post this evidence in the candidate portfolio and leave the evidence in its normal location (in situ). Where evidence in situ is used, assessors must ensure that a clear and detailed explanation of the evidence itself is included in the portfolio together with details of where the original evidence is located, eg *'HR records maintained by the candidate which include — updates of personal details, grievance records, disciplinary records, training records, holiday and sickness leave — can be found in the filing cabinet in room 6.2 the HR Office'*.

In situ evidence must be available to the Internal verifier on request and External Verifier when the Unit is selected for verification. Where used it must be discussed with the External Verifier at the visit planning stage so that suitable arrangements for can be made for the evidence to be available.

### **Triangulation**

Combining different types of evidence — performance evidence and supporting evidence — to ensure authenticity, validity, sufficiency, currency and reliability. Triangulation also helps ensure consistent performance over time as evidence is gathered at different points in time.

**Holistic assessment**

Evidence should be assessed using a holistic approach. Evidence presented against one Unit may fulfil parts of another Unit and may be cross-referenced against as many Units as applicable. Many of the Units in the SVQ are interrelated and evidence naturally meets the PIs of other Units. This is particularly the case for mandatory Units and best practice would be to start with optional Units and cross reference evidence to the mandatory ones. It should be possible to gather the majority of evidence for mandatory Units in this way allowing the gaps to be filled towards the conclusion of the SVQ. Using a holistic approach means that the assessment process is streamlined and avoids duplication of assessment. It provides a rigorous approach to assessment and allows evidence to be drawn from a range of activities which more naturally falls from a candidate performing their job role, helping ensure breadth of scope and competence over time without over-assessing the candidate in a particular area.

# Mandatory Units

# Unit S102: Support Work Procedures in a Business Environment

**SQA Code FD8G 04**

## **General overview**

This Unit is about supporting sustainability, respecting diversity and protecting security and confidentiality in line with organisational requirements. It involves keeping waste to a minimum, following procedures for recycling and disposal. It also involves treating other people in a respectful manner, learning from other people and using this learning and following requirements relating to discrimination legislation. It also involves keeping property and information secure and consistent with procedures and legal requirements.

The optional Units chosen should provide the majority of evidence for this Unit. Careful planning in the choice of optional Units and careful thought relating to the type of evidence needed for this Unit is crucial. Performance indicators should be evidenced primarily by performance evidence — observation or work product supported by a comprehensive personal statement to place the evidence in context. Supplementary evidence (professional discussion, witness testimony and questioning) should be used to triangulate evidence. Good practice would be to include items of knowledge not evidenced from performance into the personal statement.

## **Performance Indicators**

The types of evidence that may be used could include:

### **Support sustainability (PI P1–2)**

- ◆ Assessor observation
- ◆ Recycling/disposal procedure with annotation/witness testimony

### **Support diversity (PI P3–5)**

- ◆ Assessor observation
- ◆ Equality procedures with annotation/witness testimony

### **Maintain security and confidentiality (PI P6–7)**

- ◆ Assessor observation
- ◆ Visitor logs with annotation/witness testimony

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S105: Understand How to Communicate in a Business Environment

**SQA Code F93M 04**

## **General overview**

This Unit is about communicating in writing and verbally in a business environment. It involves evaluating the best method of communicating information to others. Preparing written communications ensuring that format, spelling, grammar, punctuation and language chosen is appropriate and the meaning of the communication is clear. The written communication needs to be produced within the deadline given and a file copy of the communication kept. It also involves presenting information verbally in a clear manner, taking an active part in discussions and clarifying anything not understood. It also involves seeking feedback after communication and reflecting on outcomes of communications and identifying ways to develop communication skills further.

The optional Units chosen should provide the majority of evidence for this Unit. Careful planning in the choice of optional Units and careful thought relating to the type of evidence needed for this Unit is crucial. Performance indicators should be evidenced primarily by performance evidence — observation or work product supported by a comprehensive personal statement to place the evidence in context). Supplementary evidence (professional discussion, witness testimony and questioning) should be used to triangulate evidence. Good practice would be to include items of knowledge not evidenced from performance into the personal statement.

## **Performance Indicators**

The types of evidence that may be used could include:

### **Plan communication (PI 1–2)**

- ◆ Assessor observation
- ◆ Notes giving details of what is to be communicated
- ◆ Documents requiring reply by candidate
- ◆ E-mails requesting information

### **Communicate in writing (PI 3–8)**

- ◆ Assessor observation
- ◆ Documents produced — e-mails, letters, short reports

### **Communicate verbally (PI 9–12)**

- ◆ Assessor observation
- ◆ Audio file of conversation

### **After communication (PI 13–14)**

- ◆ Assessor observation
- ◆ Feedback documents

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

### **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Optional Units



# **Unit S101: Accept Instructions to Manage and Improve Own Performance in a Business Environment**

**SQA Code FD8K 04**

## **General overview**

This Unit is about accepting responsibility for own work and its delivery, improving own performance and behaving in a way that encourages effective working. It involves accepting and following instructions by authorised people, checking any points not understood, agreeing how to make best use of time and which working methods to use, dealing with problems following procedures and using support of others when necessary. It also involves informing others of progress, accepting responsibility for mistakes made and following guidelines and procedures.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

The types of evidence that may be used could include:

### **Be accountable for own work (PI 1–6)**

- ◆ Assessor observation
- ◆ E-mails negotiating timescales
- ◆ To do lists
- ◆ E-mails detailing instructions
- ◆ E-mails updating on progress
- ◆ E-mails acknowledging mistakes
- ◆ Guidelines, procedures, codes of practice with testimony confirming candidate follows them

### **Behave in a way that supports effective working (PI P7–11)**

- ◆ Assessor observation
- ◆ Work product showing standards of work have been met

### **Improve own performance (PI 12–15)**

- ◆ Assessor observation
- ◆ Feedback reports
- ◆ Learning plan
- ◆ Reviews

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S103: Contribute to Solving Business Problems

**SQA Code F93R 04**

## **General overview**

This Unit is about contributing towards identifying and solving business problems. It involves checking the understanding of the business problem, discussing the problem with others, seeking advice, agreeing how to recognise when the problem is solved and using support and feedback from others to help solve business problem.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Digital or analogue recordings of discussion
- ◆ E-mails regarding the problem
- ◆ E-mails requesting help with the problem

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S104: Contribute to Working With Others in a Business Environment

**SQA Code FD8J 04**

## **General overview**

This Unit is about working with other people to present a positive image and working with others to achieve goals and objectives. It involves working in a way that supports the team's objectives, following systems and procedures, working in a way that presents a positive image of the organisation. It also involves seeking guidance from, communicating with, providing support and showing respect for others while producing quality work on time and referring problems and disagreements. Feedback from others is used to improve work.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Job description or list of duties
- ◆ Systems and procedures used by candidate and testimony confirming they follow these
- ◆ E-mails or other correspondence
- ◆ E-mails requesting help and guidance
- ◆ E-mails offering assistance
- ◆ Digital or analogue recording of discussions
- ◆ Feedback reports

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S112: Use Occupational and Safety Guidelines When Using a Workstation

**SQA Code H982 04**

## **General overview**

This Unit is about positioning the relevant parts of the body safely when using a workstation. It involves understanding the concepts of ergonomic practice when typing, following health and safety guidelines, positioning the body relative to the keyboard and workstation being used and caring and maintaining the workstation.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Workstation audit report
- ◆ Occupational health and safety guidelines and testimony confirming candidate complied with them
- ◆ Photographs or video recording of candidate using keyboard and/or workstation

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.



# Unit S113: Using E-mail 1

**SQA Code F9A3 04**

## **General overview**

This Unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The Unit is about understanding and using a range of basic e-mail software tools to send, receive and store messages for straightforward or routine activities. Any aspect that is unfamiliar will require support and advice from others. It involves using software tools to compose and format e-mail messages, attaching files to messages, sending e-mail messages and using an address book to store and retrieve contact information. It also involves following guidelines and procedures, reading and responding to e-mails appropriately, organising and storing e-mails and responding appropriately to common e-mail problems.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

The types of evidence that may be used could include:

### **Use e-mail software tools and techniques to compose and send messages (PI 1–4)**

- ◆ Assessor observation
- ◆ Notes detailing information to be e-mailed
- ◆ Printouts of e-mail messages
- ◆ Printouts or screenshots of address book contents

### **Manage incoming e-mail effectively (PI 5–8)**

- ◆ Assessor observation
- ◆ System guidelines or procedures for retrieving information and testimony confirming candidate follows these
- ◆ Printouts of e-mail responses
- ◆ Printouts or screenshots of e-mail organisation

### **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Please refer to the E-skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria

# Unit S124: Word Processing Software 1

**SQA Code F9D6 04**

## **General overview**

This Unit is imported from E-skills SVQ for IT User suite, therefore the E-skills Assessment Strategy should be used during assessment.

The Unit is about using a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents. Any aspect that is unfamiliar will require the support and advice of others. It involves using a keyboard or other input method to enter or insert text and other information, combining information of different types to or from different sources into a document and entering information into existing tables, forms and templates. It also involves using editing tools to amend the content of documents and storing and retrieving files effectively. Tables need to be created and modified to organise tabular or numeric information and heading styles need to be selected and applied to text. Appropriate techniques need to be selected and used to format characters and paragraphs and page layouts selected and used to present and print document. It also involves checking documents to ensure they meet needs using IT tools and making corrections as necessary.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

### **Enter, edit and combine text and other information accurately within word processing documents (PI 1–5)**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ E-mails detailing requirements of documents
- ◆ Copies of documents showing requested changes
- ◆ Finished documents

### **Structure information within word processing documents (PI 6–7)**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ E-mails detailing requirements of documents
- ◆ Copies of tables showing requested changes
- ◆ Finished documents

### **Use word processing software tools to format and present documents (PI 8–10)**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Finished documents

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

**Please refer to the E-Skills Assessment Strategy for SVQ for IT Users for full Assessment Criteria**

# Unit S109: Prepare Text from Notes Using Touch Typing (20 wpm)

**SQA Code FD8T 04**

## **General overview**

This Unit is about presenting accurate and correct text in an agreed format, from notes touch typing at a speed of 20 words per minute. It involves agreeing the format and deadlines for the document, inputting text using touch typing at a speed of at least 20 words per minute, formatting text and efficiently using technology available, checking for accuracy and editing and correcting as necessary, clarifying requirements where necessary. It also involves storing text and original notes safely and security and presenting the text in the required format within the deadlines.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the Mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

- ◆ Assessor observation
- ◆ Notes used as source for documents
- ◆ Finished documents
- ◆ E-mails confirming deadlines, formats or clarifications of content
- ◆ Intermediate stages of document showing corrections and clarifications
- ◆ Speed test/evidence of wpm criteria being met

Best practice would be to measure typing speed using a timed exercise. The word count would be based on five keystrokes per word with the candidate input measured over a 5 minute period with no more than five input errors.

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S212: Prepare Text from Notes

SQA Code FD9W 04

## General overview

This Unit is about presenting accurate text from notes.

This involves:

- ◆ Agreeing the purpose, format and deadlines for the transcription
- ◆ Inputting the text
- ◆ Formatting the text
- ◆ Checking text for errors and correcting text
- ◆ Clarifying text requirements where necessary
- ◆ Storing the text and original notes securely
- ◆ Presenting the text in the required format within agreed deadlines

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Notes
- ◆ Finished documents
- ◆ E-mails confirming deadlines, formats or clarifications of content
- ◆ Intermediate stages of document showing corrections and clarifications

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.



# Unit S106: Make and Receive Telephone Calls

**SQA Code F93N 04**

## **General overview**

This Unit is about making, receiving and transferring telephone calls in line with organisational requirements. It involves identifying the purpose of the call, obtaining name and numbers of people to be contacted, making contact with people, communicating information and summarising outcomes of conversations. It also involves answering calls, projecting a positive image, identifying the caller and caller's needs, providing accurate information while maintaining security and confidentiality and taking and passing on messages. It involves transferring calls promptly, explaining when the call cannot be transferred and regularly checking when a caller is on hold. In addition it involves reporting faults with the telephone system and problems in handling calls to an appropriate colleague.

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

### **Make calls (PI 1–6)**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Speed dial list
- ◆ Extension list
- ◆ E-mails or notes detailing who is to be called
- ◆ Guidelines and procedures for making calls and testimony confirming candidate follows this
- ◆ Guidelines and procedures for reporting telephone system faults and testimony confirming candidate follows this
- ◆ Contact record sheets
- ◆ Outgoing call logs
- ◆ E-mails or fault reports informing colleague of problems with telephone system

### **Receive calls (PI 7–12)**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Incoming call log
- ◆ Guidelines and procedures for answering calls and testimony confirming candidate follows this
- ◆ Extension list
- ◆ E-mails or message slips
- ◆ E-mails or records reporting problems in handling calls to colleague

### **Transfer calls (PI 13–15)**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ E-mails or telephone message slips
- ◆ Extension list
- ◆ Procedure for transferring calls and testimony to confirm candidate follows this

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S223: Support the Organisation of Business Travel or Accommodation

**SQA Code FD9P 04**

## **General overview**

This Unit is about supporting the organisation of business travel or accommodation.

This involves:

- ◆ Confirming business travel or accommodation
- ◆ Confirming budget requirements
- ◆ Checking draft itinerary and schedule with traveller
- ◆ Researching and booking travel or accommodation
- ◆ Obtaining and collecting travel or accommodation documentation
- ◆ Maintaining records of travel or accommodation and store any confidential information securely
- ◆ Following arrangements for payment of travel or accommodation
- ◆ Following the correct procedures when there are problems with business travel
- ◆ Providing the traveller with an itinerary, documents and information in good time
- ◆ Confirming with traveller that itinerary, documentation and information meet requirements

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Copy of travel, accommodation and budget requirements
- ◆ Draft itinerary
- ◆ Record of travel or accommodation arrangements
- ◆ Copies of payments of travel and accommodation
- ◆ Confirmed Itinerary
- ◆ Letters, memos, e-mails
- ◆ Research notes/price comparisons
- ◆ Feedback from traveller

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S209: Handle Mail

**SQA Code FD94 04**

## General overview

This Unit is about organising the distribution and collection of incoming and outgoing mail or packages and providing specialist services.

This involves:

### Incoming mail

- ◆ Receiving and checking incoming mail or packages
- ◆ Sorting incoming mail or packages
- ◆ Disposing of any unwanted 'junk' mail
- ◆ Identifying and/or reporting suspicious or damaged items
- ◆ Distributing incoming mail
- ◆ Following the correct procedures when there are problems with incoming mail

### Outgoing mail

- ◆ Collecting and sorting outgoing mail or packages
- ◆ Identifying best options for dispatching mail
- ◆ Dispatching outgoing mail on time
- ◆ Arranging courier service where necessary
- ◆ Preparing items for urgent or special delivery
- ◆ Calculating correct postage
- ◆ Recording postage costs
- ◆ Following correct procedures when there are problems with outgoing mail

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Record of postage costs
- ◆ Courier documentation
- ◆ Incoming mail log
- ◆ Outgoing mail log

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S250: Meet and Welcome Visitors

SQA Code FD96 04

## General overview

This Unit is about meeting and welcoming visitors ensuring visitors' needs are met while presenting a positive image of the organisation.

This involves:

- ◆ Meeting and greeting visitors promptly, treating them politely and making them feel welcome
- ◆ Identifying visitors and the reason for their visit
- ◆ Recording the arrival of visitors using the organisation's systems
- ◆ Making sure visitors' needs are met
- ◆ Explaining to visitors the reason for any delay in dealing with them
- ◆ Presenting a positive image of yourself and your organisation
- ◆ Following organisational health, safety and security procedures
- ◆ Informing relevant people about visitors' arrival promptly
- ◆ Dealing with any problems or referring these to an appropriate colleague

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## Performance Indicators

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Visitor records with annotation/testimony
- ◆ Health and safety/Security procedures with annotation/testimony
- ◆ Visitor feedback



Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S218: Store and Retrieve Information Using a Filing System

**SQA Code H559 04**

## **General overview**

This Unit is about storing, deleting and retrieving information using different information systems.

This involves:

- ◆ Processing information
- ◆ Identifying and collecting the required information
- ◆ Maintaining security and confidentiality
- ◆ Updating information as required
- ◆ Retrieving information
- ◆ Confirming the information for retrieval
- ◆ Complying with procedures and legislation for accessing information
- ◆ Locating and retrieving the required information
- ◆ Following the correct procedures when there are problems
- ◆ Providing information in the agreed format and within agreed timescales

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Copies of the processed information
- ◆ Letters, memos, e-mails

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S219: Provide Archive Services

SQA Code FD99 04

## General overview

This Unit is about archiving and retrieving information to the agreed brief and in line with organisational requirements.

This involves:

- ◆ Identifying and agreeing on the information to be archived
- ◆ Identifying and agreeing on the retention period
- ◆ Archiving information in accordance with organisational policies, procedures and legal requirements and following requirements of external archive systems, if outsourced from the organisation
- ◆ Maintaining and updating a record of archived information
- ◆ Retrieving archived information
- ◆ Following agreed procedures for deleting information from the archived system
- ◆ Resolving or referring problems that occur with the archive systems

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio – questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Record of archived information
- ◆ Letters, memos, e-mails
- ◆ Requests for archived information
- ◆ Organisational procedures with annotation/testimony

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Unit S220: Use Office Equipment

SQA Code F93V 04

## General overview

This Unit is about using a range of office equipment (such as photocopiers, faxes, binders, laminators, printers or PCs) applying the necessary standards of health and safety and operating practice.

This involves:

- ◆ Selecting appropriate equipment and resources for the task
- ◆ Following manufacturer's operating instructions and health and safety requirements
- ◆ Keeping waste to a minimum
- ◆ Dealing with equipment and resource problems
- ◆ Final work product produced to agreed requirements and within agreed timescales
- ◆ Ensuring equipment, resources and work area are ready for the next user

A key piece of supporting evidence could be a comprehensive personal statement supporting the performance evidence (observation and work product). Knowledge items not evident from performance can be covered in the personal statement.

It is good practice to have a range of supporting evidence across the portfolio — questioning, professional discussion and witness testimony, rather than relying on any one form of evidence entirely. Annotation of work product is an excellent way of contextualising evidence and can also be an opportunity to cover Knowledge.

This is known as triangulation of evidence and is an effective way of demonstrating performance over time without duplicating tasks.

While gathering evidence, please refer to the mandatory Units and use opportunities as they arise to map evidence against them. A balance should be struck between seeking such opportunities and allowing evidence to be gathered naturally to ensure the most efficient holistic approach.

## **Performance Indicators**

The types of evidence that may be used could include:

- ◆ Assessor observation
- ◆ Equipment work product — printed/bound/laminated photocopied documents, faxes, screenshots, etc — with annotation/testimony
- ◆ Manufacturer's instructions/manuals with annotation/testimony
- ◆ Organisational health and safety procedures with annotation/testimony
- ◆ Organisational procedure for using equipment with annotation/testimony

Simulation and/or supporting evidence may be used by exception to fill small gaps where performance evidence does not occur naturally but the Unit is part of the candidate's normal work duties. The use of simulation and/or supporting evidence for performance must be restricted to a small part of any Unit.

## **Knowledge and Understanding**

- ◆ Personal statement (written/audio/video)
- ◆ Witness testimony
- ◆ Professional discussion
- ◆ Verbal/written questioning

Some of the Knowledge and Understanding may be covered by performance evidence. 'How to' Knowledge and Understanding criteria are obvious examples where this is likely to be the case.

Knowledge items not evident from performance could be addressed via a combination of personal statement, questions, professional discussion, witness testimony and/or annotation of work product.

# Appendix 1: Blank recording forms



# Unit progress record

Qualification and level \_\_\_\_\_

Candidate \_\_\_\_\_

To achieve the SVQ qualification, you must prove competence in the **two mandatory** Units and **four optional** Units.

## Unit Checklist

<b>Mandatory</b>				
<b>Optional</b>				

## Mandatory Units achieved

Unit number	Title	Assessor's signature	Date

## Optional Units achieved

Unit number	Title	Assessor's signature	Date





**Unit**

**Notes/Comments**

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

**Candidate's signature** \_\_\_\_\_

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

**Assessor's signature** \_\_\_\_\_

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

**Internal verifier's signature** \_\_\_\_\_

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

## Assessment plan

Units					
Activities	Performance Indicator (PI)	Method of assessment/ sources of evidence	Date of assessment	Evidence already available	Links to other Units (Performance Indicators)
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature \_\_\_\_\_ 1st review due \_\_\_\_\_

Candidate's signature \_\_\_\_\_ 2nd review due \_\_\_\_\_

Date of agreement \_\_\_\_\_ Date of completion \_\_\_\_\_

# Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, Performance Indicators covered

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

# Observation record

Unit(s) \_\_\_\_\_  
Candidate \_\_\_\_\_  
Evidence index number \_\_\_\_\_  
Date of observation \_\_\_\_\_

Skills/activities observed	Performance Indicator(s) covered

**Knowledge and understanding apparent from this observation**

**Performance Indicators/Knowledge with other Units which this evidence covers**

**Assessor comments and feedback to candidate**

I can confirm the candidate's performance was satisfactory.

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## Witness testimony

<b>SVQ title and level</b>	
<b>Candidate name</b>	
<b>Evidence index no</b>	
<b>Where applicable, evidence number to which this testimony relates</b>	
<b>Date of evidence</b>	
<b>Witness name</b>	
<b>Designation/relationship to candidate</b>	
<b>Details of testimony</b>	

I can confirm the candidate's performance was satisfactory.

**Witness's signature** \_\_\_\_\_ **Date** \_\_\_\_\_



# Record of Performance Indicator/Knowledge and Understanding candidate questioning

<b>Unit</b>	
<b>Evidence index number</b>	
<b>Context of discussion (ie Knowledge evidence does not flow naturally from performance)</b>	
<b>List of questions and candidate's responses</b>	
Q	
A	
Q	
A	

**Assessor's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Candidate's signature** \_\_\_\_\_ **Date** \_\_\_\_\_