Assessor's guidelines for the SVQs in IT Practitioner at levels 1 and 2

and

IT Professional at levels 3, 4 and 5

History of Changes

Version Number	Date	Description	Authorised by
2	Nov 2006	Changes to Unit values for Develop Personal and Organisational Effectiveness, pages 6, 10, 11 Explanation of Expert Witness Testimony, page 16	Qualifications Officer
3	March 2007	Definition of Expert Witness changed to remove reference to minimum years of experience needed, page 47. Information added about 'Sector Specific' Units, page 10.	Qualifications Officer

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for the **IT Practitioner/Professional** SVQs. 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 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 which 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 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. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience, which employees should have as they progress in their industry.

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 are made up of a number of Elements. These **Elements** describe the activities which employees have to perform, and will require candidates to demonstrate certain skills or knowledge and understanding.

The quality of performance in what people must be able to do -how well they have to perform — is described by **Performance Criteria**. These may also be called **statements of competence** or **what candidates should do**.

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 Appendix 2.

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 or as 'D-Units', 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 IT Practitioner/Professional SVQs

The IT Practitioner / Professional SVQs have been developed by e-SkillsUK and are intended for people in a variety IT occupational roles in which IT practice, support or direction is the major focus of the job and not peripheral to it.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include: locations where simulation might be carried out but which meet all the conditions of simulation as laid down by the National Occupational Standards

Structure of the SVQs

This section lists the Units which form the SVQs for IT Practitioners at level 1 (G7P3 21) and level 2 (G7P4 22) and IT Professionals at level 3 (G7P5 23), level 4 (G7P6 24) and level 5 (G7P7 25) and the value of each Unit. (Please see next page. Units at each level are identified by adding the level suffix eg Customer Care 1, Customer Care 2 etc.)

Note: the full structure of the SVQs and use of the Unit Values are detailed in the separate document *SVQ Qualification Structure for IT Practitioner/Professional*. It is the responsibility of the assessor to ensure that the selection of Units conforms to the structural rules.

Unit title	SQA Ref					Unit values				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Customer Care	DL7904	DL7C04	DL7D04	DL7E04	DL7G04	10	20	30	40	50
Data Analysis and Data Structure Design		DL7J04	DL7K04				15	25		
Develop Personal and Organisational Effectiveness	DL7N04	DL8D04	DL7V04	DL8304		10	20	30	40	
Health & Safety in ICT and Contact Centres	DL8D04		DL8D04	DL8E04	DL8F04	5		30	40	40
Interpersonal and Written Communication	DL8G04	DL8H04	DL8J04	DL8K04		5	15	30	40	
Investigating and Defining Requirements		DL8L04	DL8N04	DL8P04			20	30	40	
Managing Software Development			DL9004	DL9104	DL7A04			30	40	50
Quality Management of ICT Products and Services			DL7L04	DL7M04	DL7P04			30	40	50
Remote Support for Products or Services	DL7T04	DL7W04	DL7Y04	DL8004	DL8104	10	20	30	40	50
Security of ICT Systems	DL8204		DL8504	DL8604	DL8704	5		30	40	50
Software Development — Component Creation		DL8804	DL8904				20	30		
Software Development — Design		DL8M04	DL8T04	DL8W04			25	35	45	
Software Installation and Upgrade	DL8Y04	DL9204	DL9304	DL9404		10	20	30	40	
System Management		DL9704	DL9804	DL9A04	DL9L04		15	30	40	55
System Operation	DL9D04	DL9E04	DL9F04	DL9404		10	20	30	40	
Technical Advice and Guidance	DL9H04	DL9J04	DL9K04	DL9L04	DL9M04	5	15	30	40	55
Technical Fault Diagnosis	DL9N04	DL9P04	DL9R04	DL9T04		10	20	30	40	
Technical Fault Remedy Selection	DL9V04	DL9W04	DL9X04	DL9Y04		5	15	25	35	
Testing ICT Systems	DM0004	DM0104	DM0204	DM0304		10	20	30	40	
User Profile Administration		DM0404	DM0504	DM0604			15	25	35	
Working With ICT Hardware and Equipment	DM0704	DM0804	DM0904	DM0A04		10	20	30	40	

Unit title	Restricted Option Units									
	SQA Ref					Unit values				
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 1	Level 2	Level 3	Level 4	Level 5
Restricted Option Units										
Support the Efficient Use of Resources (import)			D1HW04					30		
Contribute to the Selection of Personnel for Activities (import)			D6TK04					30		
Contribute to the Development of Teams and Individuals (import)			B6TL04					30		
Lead the Work of Teams and Individuals to Achieve their Objectives (import)			B6LM04					30		
Respond to Poor Performance in Your Team (import)			B6LN04					30		
Facilitate Meetings (import)			B4T904					30		
Identify Individual Learning Aims and Programmes (import)			D9RN04					30		
Agree Learning Programmes with Learners (import)			D9R504					30		
Develop Training Sessions (import)			D9RF04					30		
Enable Learning through Presentations (import)			D9RK04					30		
Enable Learning through Demonstrations and Instruction (import)			D9RJ04					30		
Enable Individual Learning through Coaching (import)			D9RH04					30		
Enable Group Learning (import)			D9RG04					30		
Support Learning by Mentoring in the Workplace (import)			D9T704					30		
Support and Advise Individual Learners (import)			D9T404					30		
Monitor and Review Progress with Learners (import)			D9RW04					30		
Support Competence achieved in the Workplace (import)			D9T504					30		
Contribute to Improvements at work (import)				B4PW04					40	
Manage Change in Organisational Activities (import)				B6L004					40	
Manage the use of Physical Resources (import)				B6LT04					40	

Title				Code A	Code B					Num A	Num B
Manage to use of Financial Resources (import)				B6Y904						40	
Select Personnel for Activities (import)				B6W604						40	
Develop Teams and Individuals to Enhance Performance (import)				B7AS04						40	
Manage the Performance of Teams and Individuals (import)				B6W404						40	
Deal with Poor Performance in your Team (import)				B6L604						40	
Chair and Participate in Meetings (import)				B6L804						40	
Respond to Poor Performance in Your Team (import)				B6LN04						30	
Facilitate Meetings (import)				B4T904						30	
Identify Individual Learning Aims and Programmes (import)				D9RN04						30	
Agree Learning Programmes with Learners (import)				D9R504						30	
Enable Group Learning (import)				D9RG04						30	
Support Learners by Mentoring in the Workplace (import)				D9T704						30	
Support and Advise Individual Learners (import)				D9T404						30	
Monitor and Review Progress with Learners (import)				D9RW04						30	
Develop Operational Objectives for the Project (import)				DN9004						20	
Develop a Detailed Schedule for the Project (import)				DN9104						20	
Identify Perceived Risks and Evaluate Options for their Control (import)				DN9204						20	
Co-ordinate, Monitor and Control Project Schedules (import)				DN9304						20	
Control Hand-Over of Responsibility for the Project (import)				DN9404						20	
Ensure the Completion of Project Activities (import)				DN9504						20	
Manage Change in Organisational Activities (import)					B6L004						40
Manage the Use of Financial Resources (import)					B6Y904						40
Determine the Effective Use of Resources (import)					B6KN04						50
Select Personnel for Activities (import)					B6W604						40
Develop Teams and Individuals to Enhance Performance (import)					B7AS04						40

Manage the Performance of Teams and Individuals (import)					B6W404					40
Delegate Work to Others (import)					B6MA04					50
Deal with Poor Performance in your Team (import)					B6L604					40
Chair and Participate in Meetings (import)					B6L804					40
Develop Strategic Objectives for the Project (import)					DN9H04					25
Identify and Evaluate Options for the Project (import)					DN9J04					25
Prepare the Business Case for the Project (import)					DN9A04					25
Prepare a Project Brief (import)					DN9C04					25
Identify Strategic Risk and Evaluate Options for Minimizing Project Risk (import)					DN9D04					25
Develop Outline Programmes or schedules for Projects (import)					DN9E04					25
Specify Activities for Project Schedules (import)					DN9F04					25
Review the Progress of Projects (import)					DN9G04					25
Evaluate Projects (import)					TBC					25
Internets and Intranets	DJ5A04	DJ5X04	DJ6G04			5	15	25		
E-Mail	DJ5C04	DJ5Y04	DJ6H04			5	15	25		
Word Processing Software	DJ5D04	DJ6004	DJ6J04			10	20	30		
Spreadsheet Software	DJ5E04	DJ6104	DJ6K04			10	20	35		
Database Software	DJ5F04	DJ6204	DJ6L04			10	20	35		
Website Software	DJ5G04	DJ6304	DJ6M04			10	20	35		
Artwork and Imaging Software	DJ5H04	DJ6404	DJ6N04			10	20	35		
Presentation Software	DJ5J04	DJ6504	DJ6P04			10	20	30		

An assessment strategy for the SVQ

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

♦ the occupational expertise of assessors and verifiers

♦ a definition of simulation

♦ definition of the workplace

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

The relevant parts of the assessment strategy are given in Appendix 2. SQA and centres must comply with these requirements.

Within the Assessment Strategy it refers to a 'Sector Specific' Unit. SQA as an Awarding Body does not offer this option, therefore this Unit cannot be selected as a contributing Unit to the framework.

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 their 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.

Unit values

Example 1: IT Practitioner at level 2

The Units have been chosen (in consultation with a training officer) to meet the needs of the student.

Unit title	Unit values				
	level 1	level 2	level 3	level 4	level 5
Develop Personal and Organisational Effectiveness 2 (Mandatory)		20			
Health and Safety in ICT and Contact Centres 2 (Mandatory)	5				
Investigating and Defining Requirements 2		20			
Managing Software Development 3			30		
Software Development — Design 2		25			
Software Installation and Upgrade 1	10				

The total value of Units = 110

The selection meets the requirements of the qualification structure (see SQA Qualification Guide and Structure for IT Practitioner/ Professional):

1   At level 2 the Unit value must be at least 100
2   The Unit value of level 2 Units must be at least 60

Example 2: IT Professional at level 4

Again, the Units have been chosen (in consultation with a training officer) to meet the needs of the student.

Unit title	Unit values				
	level 1	level 2	level 3	level 4	level 5
Develop Personal and Organisational Effectiveness 4 (mandatory)				40	
Health and Safety in ICT And Contact Centres 4 (mandatory)				40	
Interpersonal and Written Communication 4				40	
Software Development — Design 3			35		
Software Installation and Upgrade 3			30		
Investigating and Defining Requirements 4				40	

Managing Software Development 4				40	
Testing ICT Systems 3			30		

The total value of Units = 295

The selection meets the requirements of the qualification structure (see SQA Qualification Guide and Structure for IT Practitioner/ Professional):

1   At level 4 the Unit value must be at least 280.
2   The Unit value of level 4 Units must be at least 170.
3   The two mandatory Units are included.

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 approaches to assessing your candidates which also work well.

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

♦ identify person(s) who can provide witness testimony of how the candidate carries out activities in the workplace and how these meet the requirements of the standards

♦ 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 assessment plan agreed 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 which draws on the contents of different Units or Elements. 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 or 'D-Units' (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

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 workplace conditions. 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 arising naturally from the candidate's normal work
♦ much of the evidence based on product outcomes both in hard and soft copy

- evidence from colleagues in the form of 'expert witnesses'
- 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

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 types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities.

The example above shows how the well-prepared assessor can derive the most benefit from a visit to the workplace in generating evidence (and filling in gaps) in the most natural way for the candidate.

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.

Other methods of assessment

These methods, like questioning, are often used for authentication. See section 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 personal statement by the candidate — for example describing the selection process for hardware and software, or the methodology of carrying out a particular task — provides a useful source of evidence of knowledge and understanding and can also be evidence of authenticity. It is, however, not a substitute for Skills and Techniques evidence in the 'what I would do if…' situation.

Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may 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.

As the assessment of workplace performance should be as natural and efficient as possible, witness testimony should, where it is possible, come from work colleagues and supervisors — acting as 'expert witnesses'.

It is essential that the witness's expertise is clearly defined, and that records are maintained of the witnesses for a particular candidate. An example of a witness register is given in the appendices. This details the information which should be recorded and maintained for every person providing witness testimony. It is the responsibility of the assessor to approve witnesses, and to determine the extent of their expertise in the candidate's area of work and their knowledge of the standards. This process of approval will set the level of witness evidence which can be accepted, and, possibly, exclude witness evidence where it is not competent.

Expert witness testimony

This is a new method of assessment. It is different from a 'witness statement' as described above which is mainly about confirming and supporting work that a candidate does. The expert witness is a person who is occupationally competent in the candidate's area of work and who may see the candidate working on a daily basis — more so than the main or 'co-ordinating' assessor. They are able to make a judgement about competence, but it is still the role of the co-ordinating assessor to incorporate these judgements into the final (or summative) assessment decision for the whole SVQ.

Approved assessors should seek out workplace 'expert witnesses' as part of their assessment planning for candidates and record clearly the units 'expert witnesses' may attest to by Area of Competence (AoC) and Level. The relationship between assessor and 'expert witness' is one of delegated responsibility by assessors to expert witnesses, with approved assessors retaining the final decisions.

Approved internal verifiers should document the use of expert witnesses, for external verifier inspection, including company, job role, AoC, level and name of approved assessor responsible and review dates.

External verifiers should ask for this listing and discuss individuals listed as part of their sampling of evidence.

Simulation

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

On some occasions, it may 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-SkillsUK 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 use of IT. It 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:

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

♦ included 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 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

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 which you can use to record and present evidence of:

♦ questions and candidate responses

♦ personal statement (produced by the candidate)

♦ witness testimony

♦ product outcomes

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 answers

Unit: Security of ICT Systems level 2	Element(s): 2
Evidence index number: Q12	

Circumstances of assessment:
Oral questioning at the candidates workplace using a voice recorder.
Questioning concerned the physical measures that are available to provide security for ICT systems. The following is a transcript of the recording for demonstration purposes.

List of questions and candidate's responses:

Q: What access controls might be used to ensure physical security and prevent access to PCs on a system?
A: Devices such as locks on the PCs and CCTV coverage of the working area. Also restricted entry, through swipe cards or coded locks. In extreme cases biometric control of access could be used.

Q: Are there any other less technical methods of protecting data from casual unauthorised access?
A: It is possible to position monitors so that the on-screen data is not easily seen. It is possible to set up the PC so that the screen blanks out and cannot be brought back without a password if the machine is left for a short time. Encryption can also be used.

Supplementary question: What about indirect access to the system via signals to or from PCs. Are there any methods can minimise the risks from this?
A: Yes, Faraday cages round PCs, screen them and cables can also be screened.

Assessor's signature: Date:

Candidate's signature: Date:

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, 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
11/8/04	PS10	Investigating and designing a database with restricted set of data to include appropriate field types (including key fields) and names meeting organisational requirements. Volume of data was investigated and required storage capacity estimated.	WT16	Data analysis and data structure design 2
21/9/04	PS22	Description of physical measures that can be used to provide security in an ICT system including access to PC areas and indirect access to PC and system data.	Q12	Security of ICT systems 2

Signed (candidate):

Date:

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 example from an SVQ

SVQ title and level:	IT Practitioner level 2
Candidate's name:	John Johnston
Evidence index no:	WT16
Index no of other evidence which this testimony relates to (if any):	none
Unit and Element(s):	Data analysis and data structure design
Date of evidence:	7/10/04
Name of witness:	Alan James
Designation/relationship to candidate:	Project Manager, John's line manager.

Details of testimony:

It had been suggested that it would be helpful if a separate database could be set up to record sub-components in one of our company's workshops. This will have a restricted set of data and will be used in that area only. I asked John to investigate the requirements and design a model database that could be considered for this task.

John carried out an investigation and found the types and volume of data that would be contained in such a database. He then set about designing a database using appropriate field types, including key fields, and names (alphanumeric, currency, date etc) and incorporated in this design the naming and organisation conventions in place within the company. The design included restrictors as to acceptable field type, size and values.

His final act was to further analyse the volume of data that would need to be stored and estimate the data storage capacity required.

I can confirm the candidate's evidence is authentic and accurate.
Signed by witness: Alan James   Date: 7/10/04

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

☐   Holds 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, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow like delays in receiving information from another part of the organisation.

In this SVQ, such gaps are likely to occur in generating evidence for what, in previous versions of the SVQ, was given under the heading **range items**. In this SVQ, the list of items occurring after the words 'such as' 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 on-going, 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 re-assessment.

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. You must 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 evidence required by the standards for you to reach a decision about their 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 check whether a candidate has produced evidence which they claim shows their competence by questioning them or, if this is appropriate, asking them to produce a personal statement, using witness testimony, or seeking peer reports from other colleagues of the candidate.

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 IT Practitioners/Professionals, SQA has produced a portfolio structure. This sets out to simplify the layout of the standards both for the assessor and candidate. It covers the SVQ Unit-by Unit and sets out the broad evidence requirements allowing you to record the assessment decision for the Unit. It is recommended that centres adopt the SQA produced portfolio structure. An example is included in the appendices.

However, 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 candidate's 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 Element achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature 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 of you to see at a glance what stage the candidate is at in their SVQ. **(See Appendix for form)**

Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what 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 your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your 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 your assessment decisions.

Index of evidence

SVQ title and level: IT Practitioner level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
Q12	Question and answer record. K & U for unit: Security if ICT systems 2	yes	
PS10	Personal statement describing investigating and designing a database. (unit: Data analysis and data structure design 2)	yes	
PS22	Personal statement describing the physical measures used to provide security in an ICT system (unit: Security if ICT systems 2)	yes	RK 25/10/04
WT16	Witness testimony describing the situation when the candidate carried out effective investigation and design of a database to meet requirements and organisational standards. (unit: Data analysis and data structure design 2)	yes	
17	Copies of e-mails relating to work completed on units	yes	RK 1/11/04

Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each Element. 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 elements of competence as they are sometimes known)

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

If integrated assessment is used (linking PCs or Elements across different Units) the evidence should be cross-referenced back to the relevant Units. (**See Appendix for form**)

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 Customer Contact Centre — telephone 0845 279 1000. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for centres

Guide to Assessment and Quality Assurance for Colleges of Further Education

Guide to Assessment and Quality Assurance for Employers and Training Providers

Arrangements for Candidates with Disabilities and/or Additional Support Needs in Examinations and Assessments

Quality Assurance Principles, Elements and Criteria

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 ___ **mandatory** Units and ___ **optional** Units.

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)

Element achievement record

Unit:

Element:

Evidence Index No	Description of Evidence	PCs						Range														

Unit:

Element:

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:

Appendix 2: Assessment strategy (extract)

2 Recognition of other qualifications and programmes of learning

Many people develop skills through undertaking qualifications such as Vocationally Related Qualifications (VRQ), vendor certificates and general qualifications. In order to allow candidates to build on their existing skills and to avoid duplication of assessment, a system for recognising the contribution that some of these qualifications can make to achieving the e-skills S/NVQs is proposed.

This extension of existing accreditation of prior achievement (APA) arrangements will save candidates, centres and awarding bodies time and effort.

e-skills UK will work with the regulatory authorities and awarding bodies to develop processes to map the contribution to the S/NVQ of qualifications in the following categories:

♦ those on the National Qualifications Framework (NQF) or accredited by the Scottish Qualifications Authority;

♦ other qualifications (such as vendor awards).

In the longer-term it is intended to include employer training schemes. The content and assessment methodology of these employer schemes will need to map against the National Occupational Standards (NOS) and this assessment strategy.

The e-skills S/NVQs have the potential to incorporate a wide range of skills qualifications and training through such a system of recognition. At each qualification level units can be assessed:

♦ wholly using evidence arising from the workplace or simulation; or

♦ by a combination of certificated knowledge and skills (from a recognised qualification or employer training scheme) and workplace or simulated evidence.

2.1 Recognition Process

e-skills UK will, in collaboration with the regulatory authorities, awarding bodies, and other key stakeholders, implement processes by which the contribution of qualifications and employer training schemes are mapped against the components of one or more of the optional units of the e-skills S/NVQs. These will be referred to as 'contributing qualifications' and 'contributing schemes' respectively.

Recognition by the regulatory authorities of programmes and qualifications which are not inside the NQF is central to the emerging plans to introduce credit frameworks in Northern Ireland, England and Wales. Similarly the existing

Scottish Credit and Qualifications Framework (SCQF) will be expanded to include a wider range of content than presently covered.

It is likely that any validation process developed by the regulatory authorities for non-framework programmes for the purposes of issuing credit will require detailed criteria and codes of practice. Similar criteria and codes of practice will also be applied to the recognition of programmes contributing to the e-skills S/NVQs if required by the regulatory authorities. If there is no regulatory requirement then e-skills UK and the Awarding Bodies will set the criteria through the Awarding Body Forum in agreement with the regulatory authorities.

2.1.1   Recognising Qualifications

For qualifications accredited to the National Qualifications Framework or accredited by the Scottish Qualifications Authority the process involves mapping qualification or unit content against the knowledge, understanding and skills specified by the NOS. This mapping may be carried out by any party but e-skills will have responsibility for verifying the mapping, in consultation with the awarding bodies, to make sure that in all cases:

♦   the knowledge, understanding and skills content of the qualification match the components of the relevant Area of Competence within the NOS; and

♦   where applicable assessment of the contributing qualification or unit includes practical tasks or activities carried out in a realistic working environment.

For qualifications or units not accredited to the National Qualifications Framework or accredited by the Scottish Qualifications Authority, the certificating agency must have satisfactory systems meeting the criteria agreed by e-skills UK and the Awarding Bodies for:

♦   quality assurance; and

♦   independent assessment.

A register of qualifications and units which have been recognised as contributing to the e-skills S/NVQs will be maintained by e-skills, this will also indicate the S/NVQ Units (or component parts of Units) for which they provide coverage. Where S/NVQ Unit content is only partially covered by a contributing qualification, the remaining content must be evidenced by other means.

A submitting body may appeal to the regulatory authorities[1] where mapping verification decisions are disputed.

Acceptance of contributing qualifications is mandatory for all S/NVQ Awarding Bodies irrespective of the originating Awarding Body (AB). An Awarding Body offering S/NVQs must accept recognised qualifications from any other AB if the following conditions are met:

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[1] represented by QCA and SQA (Accreditation) officers.

♦ the candidate presents the original qualification or unit certificate for inspection by the S/NVQ centre; and

♦ the certificate was achieved no more than three years prior to the date of presentation to the centre. It is the responsibility of the Awarding Bodies and their centres to ensure that certificated skills and knowledge are still current.

2.1.2 Employer training schemes

In the longer term it is anticipated that employers may wish to seek recognition for their in-house training schemes as contributing to one or more optional units of the S/NVQ. This will allow the e-skills S/NVQs to be customised to meet the particular needs of employees within that organisation.

Recognition of employer training schemes acknowledges that some large employers have their own in-company training and appraisal schemes that, whilst built on the same principles as national qualifications, were tailored to their own enterprises.

Employers who operate high quality training schemes will already be meeting a range of internal standards set to meet their own needs, often in conjunction with external awarding bodies. For a scheme to be recognised it would need to demonstrate content and processes of a standard at least equivalent to that required when delivering NQF qualifications.

Criteria will be developed as described in section 2.1 above to assess the suitability of employer schemes and appended as an annexe to this assessment strategy.

Examples of the criteria which could be used are:

♦ entry requirements

♦ the training delivery and assessment mechanisms

♦ duration of training

♦ equality and inclusion

♦ certification and progression

♦ qualifications/experience of trainers and assessors

♦ quality assurance systems

♦ external verification or inspection reports

3 Assessment

In order to achieve an S/NVQ, a candidate must apply specified skills, knowledge and understanding to their actual job role. There is no requirement that every area of competence should be demonstrated in the workplace, and it is one of the key functions of an assessment strategy to define those areas which must be assessed in the workplace and those which can or must be achieved in other ways. It should be noted that the design of the e-skills S/NVQs is such that no candidate

can achieve the qualification without demonstrating a prescribed minimum amount of actual workplace performance.

The NOS for Information and Communication Technologies and Contact Centres give an indication, without being overly prescriptive, of the types and scope of activities the competent person should be able to carry out.

For S/NVQ units, candidate evidence however produced (work-based, simulation or recognised qualification) must reflect this. Where examples are given in the NOS (following 'such as' or 'e.g') evidence must cover all of the **types** and the full **scope** of the activities listed. Evidence of several activities will normally be required.

Any sector specific unit must be assessed according to the requirements of that sector's Assessment Strategy.

3.1   Workplace assessment

At each qualification level the mandatory units must be assessed using evidence arising from the workplace. All optional units may be assessed using evidence arising from the workplace. For all workplace assessments:

♦   evidence should arise naturally from workplace tasks and activities eg job sheets, work logs, contact reports etc

♦   ephemeral evidence, for example of decision taking, should be cross checked by oral questioning and backed up by brief written evidence – for example in the form of annotations or storyboards

♦   the assessment of workplace performance should be as natural and efficient as possible and therefore evidence of competence should, where possible, come from work colleagues acting as 'expert witnesses'

3.1.1   Knowledge tests

Some employers use knowledge tests, often delivered electronically, to assess an employee's knowledge and understanding of, for example, organisational procedure. Knowledge components specified in the standards may be assessed by the use of such knowledge tests, which follow a standard model of assessing knowledge within an S/NVQ by using questions.

As with any knowledge test being used within an S/NVQ, assessors and internal verifiers must ensure that:

♦   the knowledge being tested matches that specified in the NOS; and

♦   the assessment methodology used is robust and comparable to existing awarding body practices

The use of knowledge tests should be agreed in advance.

3.2 Simulation

Simulation is not permitted for mandatory Units.

Where tasks and activities are simulated they must be undertaken in a realistic working environment.

3.2.1 Criteria for defining realistic working environments

A realistic working environment is defined by the following criteria:

♦ 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 candidates under pressures of time that would be normal in the workplace for the type of tasks and activities represented; and

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

3.3 Roles and Occupational competence

3.3.1 Assessors

Assessors will be appointed by approved centres to assess candidate performance and judge the validity of work place assessments.

Where expert witnesses make a significant contribution to the assessment process:

♦ the assessor will be responsible for approving the selection of expert witnesses including evidence of occupational competence and monitoring their contribution to the assessment process; and

♦ a register of all accepted expert witnesses must be maintained by the centre and be subject to review as part of the external verification process.

The assessor will be responsible for making assessment judgements including for units where evidence relies extensively on expert witness testimony. The assessor will make use of appropriate expert witness testimony as part of the overall assessment of the candidate. In addition the assessor must ensure that witness testimony clearly matches the level and breadth of performance described in the NOS, and this may be done, for example, by the assessor questioning the witness against the knowledge and skills specified in the NOS.

In addition to the requirements of the regulatory authorities, assessors must:

♦ have carried out continued professional development to familiarise themselves with current standards for assessment; and

♦ have relevant (IT, CT or CC) experience and occupational competence to enable them to make a valid judgement about demonstration of competence in the area they will be assessing.

3.3.2 Expert witnesses

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace, including line managers and experienced colleagues from inside the candidate's organisation or from other organisations such as customers or clients.

The expert witness can, in particular, provide evidence relating to the candidate's competence:

♦ when working with, or supporting, specialist products, equipment or systems;

♦ in meeting customer requirements; and

♦ of working within organisational procedures.

Expert witnesses should at least:

♦ have supervisory, managerial or training delivery experience relevant to the Units for which they are providing evidence

♦ demonstrate a working knowledge of the National Occupational Standards units they are attesting to; and

♦ demonstrate clear evidence of appropriate continuous professional development.

In addition it would be desirable for the expert witness to hold or be working towards an appropriate unit of competence in the assessment of workplace performance. If this is not the case, they should hold a post that involves responsibility for the quality of work performed by those for whom they are acting as an expert witness.

3.3.3 Internal Verifiers

Internal verifiers will be appointed by approved centres to ensure the quality and consistency of assessments within the centre.

In addition to the requirements of the regulatory authorities, Internal Verifiers must:

♦ have the relevant (IT, CT or CC) experience and occupational competence to enable them to make a valid judgement about a demonstration of competence in the area they will be verifying.

3.3.4 External verifiers

External verifiers will be appointed by the relevant Awarding Body to monitor and assure quality and consistency of assessments within and between centres.

In addition to the requirements of the regulatory authorities, External Verifiers must:

♦ have the relevant (IT, CT or CC) experience and occupational competence to enable them to make a valid judgement about a demonstration of competence in the area they will be verifying.

3.4 Using contributing qualifications as evidence

All units, with the exception of those designated by an 'X' in the following tables, may be achieved via a contributing qualification or unit.

Achievement via a contributing qualification or unit does not necessarily demonstrate **work based application** of the knowledge, understanding and skills contained in the S/NVQ unit. The following conditions therefore apply:

A. A maximum of two optional S/NVQ units may be gained **in full** via a contributing qualification or unit, where assessment of the contributing qualification or unit includes practical tasks or activities carried out in a realistic working environment (see 2.1.1 and 3.2.1).

B. Only the knowledge, understanding and skills contained in any further optional S/NVQ units may be gained via a contributing qualification or unit. However **application** of these must be demonstrated, based on workplace evidence, regardless of whether or not the contributing qualification or unit could be accepted under A. above.

3.4.1 Information Technology

Unit title	
Customer care	
Data analysis and data structure design	
Develop personal and organisational effectiveness	X
Health and safety in ICT and Contact Centres	X
Interpersonal and written communication	
Investigating and defining requirements	
Managing software development	
Quality management of ICT products and services	
Remote support for products or services	
Security of ICT systems	
Software development - component creation	
Software development - design	
Software installation and upgrade	
System management	
System operation	
Technical advice and guidance	

Unit title	
Technical fault diagnosis	
Technical fault remedy selection	
Testing ICT systems	
User profile administration	
Working with ICT hardware and equipment	
Sector specific unit[2]	X
Managing people and resources (from Management Stds Centre)	X
Project management (from ECITB)	X
Supporting learning and development (from Employment NTO)	X
Internets and intranets	
E-mail	
Word processing software	
Spreadsheet software	
Database software	
Website software	
Artwork and imaging software	
Presentation software	

3.4.2 Communication Technology

Unit title	
Customer care	
Data analysis and data structure design	
Develop personal and organisational effectiveness	X
Health and safety in ICT and Contact Centres	X
Interpersonal and written communication	
Investigating and defining requirements	
Managing software development	
Quality management of ICT products and services	
Remote support for products or services	
Security of ICT systems	
Software development - component creation	
Software development - design	
Software installation and upgrade	
System management	
System operation	
Technical advice and guidance	
Technical fault diagnosis	
Technical fault remedy selection	
Testing ICT systems	
User profile administration	
Working with ICT hardware and equipment	
Sector specific unit[3]	X

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[2] This can be an accredited unit from any **sector** suite of S/NVQs which is relevant to the candidate's job role. The UV of this unit is determined by the qualification level in which it will be used up to a maximum of 40. Availability of these units is at the discretion of the Awarding Bodies. In this context **'sector'** means an occupational sector as defined by the Skills for Business Network. For example, Administration, Management and Customer Service cannot be included.

Unit Title	
Managing people and resources (from Management Stds Centre)	X
Project management (from ECITB)	X
Supporting learning and development (from Employment NTO)	X
Internets and intranets	
E-mail	
Word processing software	
Spreadsheet software	
Database software	
Website software	
Artwork and imaging software	
Presentation software	

3.4.3   Contact Centres

Unit Title	
Contact Centre systems and technology	
Customer care	
Develop personal and organisational effectiveness	X
Direct selling and customer acquisition in Contact Centres	
Health and Safety in ICT and Contact Centres	X
Interpersonal and written communication	
Performance management	
Remote support for products or services	
Staff resource planning for Contact Centres	
Sector specific unit[4]	X
Supporting learning and development (from Employment NTO)	X
Managing people and resources (from Management Stds Centre)	X
Managing quality (from Management Stds Centre)	X
Project Management (from ECITB)	X
Use IT systems	
Use IT to exchange information	
General uses of IT	
Use IT software	
Internets and intranets	
E-mail	
Word processing software	
Spreadsheets software	
Database software	

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[3] This can be an accredited unit from any **sector** suite of S/NVQs which is relevant to the candidate's job role. The UV of this unit is determined by the qualification level in which it will be used up to a maximum of 40. Availability of these units is at the discretion of the Awarding Bodies. In this context **'sector'** means an occupational sector as defined by the Skills for Business Network. For example, Administration, Management and Customer Service cannot be included.

[4] This can be an accredited unit from **any** suite of S/NVQs which is relevant to the candidate's job role. The UV of this unit is determined by the qualification level in which it will be used up to a maximum of 40. Availability of these units is at the discretion of the Awarding Bodies.