



Candidate Guidance for the SVQ Business and Administration SCQF level 8

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Note

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

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Introduction

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

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

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

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

Section 1 — General information about SVQs

Introducing SVQs

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

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

For each industry sector there is a Sector Skills Council or Body (SSC/SSB) which is made up of representatives from the industry or profession and it is the SSC/B's responsibility to develop the National Occupational Standards.

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

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

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

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

Who offers SVQs?

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

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

What is the structure of the Business and Administration SVQ

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

Units	Units define the broad functions carried out in your particular job.
Performance indicators	The level and quality of how you should carry out these functions is determined by a number of statements called Performance Indicators . Performance Indicators are used to judge your ability to meet a national standard for the task you are carrying out.
Evidence requirements	<p>There are two major categories of evidence used in SVQ assessment. These are:</p> <ul style="list-style-type: none"> ◆ Performance Evidence — this includes the outcomes of performance (work products) and observation of performance ◆ Supporting Evidence — the answers that you give to questions (either written or spoken, put to you by your assessor) and the witness testimony of other people with whom they work. <p>For SVQ qualifications, candidates should be aiming to provide performance evidence for the Performance Indicators.</p>
Knowledge	The section on knowledge states what you must know and understand and how this knowledge applies to your job. You must demonstrate to your Assessor that you have the required knowledge for each Unit that you complete.

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

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

To achieve SVQ Business and Administration SCQF level 8 you must complete **eight** units in total.

All three Mandatory units must be completed and at least two units from **Group B**, the remaining three units may be selected from **Group B, Group C** or **Group D** (see rules of combination below table).

SQA number	Unit number	Unit title	SCQF level	SCQF credit
Group A mandatory units — 3				
FE74 04	S401	Manage and be Accountable for Own Performance in a Business Environment	7	5
FE75 04	S402	Manage Work in a Business Environment	8	7
H181 04	S431	Use Information to take Effective Decisions	8	4
Group B optional units — Select 2–5				
H98D 04	S419	Explore Ideas for Innovation in a Business Environment	8	6
FE16 04	S407	Propose and Design Administrative Services	8	8
FE1A 04	S411	Chair Meetings	8	4
H98C 04	S413	Design and Develop an Information System	8	7
FE1M 04	S414	Manage and Evaluate Information Systems	8	6
FE1E 04	S417	Invite Tenders and Select Contractors	8	6
HL44 04	S418	Monitor and Evaluate the Performance of Contractors	8	6
FE14 04	S405	Negotiate in a Business Environment	8	7
FE12 04	S403	Evaluate and Solve Business Problems	8	6
HL45 04	S432	Monitor and Evaluate Trends and Events that Affect Organisations	8	6
HL46 04	S433	Develop and Establish Systems and Procedures to Review Organisational Performance ^a	8	6
HL47 04	S434	Assist in Improving Organisational Performance ^a	8	6

SQA number	Unit number	Unit title	SCQF level	SCQF credit
Group C optional units — Select 0–3				
H9Y8 04	S435	Build and Maintain Effective Customer Relations	8	8
FE3V 04	S436	Develop a Customer Service Strategy for a Part of an Organisation	8	11
HL48 04	S437	Engage Audiences Through Digital, Including Social Media	8	5
HL49 04	S438	Engage Internal Audiences	8	6
HL3Y 04	S439	Develop and Maintain Your Professional Networks	9	10
H8GY 04	S428	Provide Leadership in Your Area of Responsibility	8	9
H8H3 04	S440	Ensure Compliance With Legal, Regulatory, Ethical and Social Requirements	9	12
HK2A 04	S420	Plan Change	9	15
FM4X 04	S422	Implement Change	8	11
H5XR 04	S426	Recruit, Select and Retain People	9	14
H58V 04	S430	Develop and Sustain Productive Working Relationships with Stakeholders	9	12
H5K4 04	S441	Manage the Use of Financial Resources	8	14
H58W 04	S424	Manage Physical Resources	8	5
H7CD 04	S425	Manage the Environmental and Social Impacts of Your Work	8	4
HL41 04	S442	Develop Knowledge and Make it Available	9	4
FM5P 04	S443	Manage Business Processes	9	15
H8H0 04	S444	Manage Projects	8	11

SQA number	Unit number	Unit title	SCQF level	SCQF credit
Group D optional units — Select 0–1				
FE15 04	S406	Manage an Office Facility	7	6
FE18 04	S409	Implement, Monitor and Maintain Administrative Services	7	7
FE76 04	S412	Manage Communications in a Business Environment	7	3
FE1C 04	S415	Prepare Specifications for Contracts	7	5
H683 04	S445	Build Teams	7	8
H58X 04	S446	Manage People's Performance at Work	7	14
HL43 04	S447	Coach Individuals	7	6
H41Y 04	S448	Develop and Sustain Collaborative Relationships with Other Departments	7	5
H68K 04	S416	Manage Budgets	7	11
H8H2 04	S449	Provide Healthy, Safe, Secure and Productive Working Environments and Practices	7	7
H8GX 04	S450	Communicate Information and Knowledge	7	3

^a Either unit HL46 04 Develop and Establish Systems and Procedures to Review Organisational Performance **or** HL47 04 Assist in Improving Organisational Performance may be selected, but not both.

An example of an SVQ unit

UNIT FE74 04 (S401) Manage and be Accountable for Own Performance in a Business Environment

Unit Summary

Accept responsibility for own work and its delivery aiming to improve own performance in a business environment.

Skills

You will apply the following skills:

- ◆ Analysing
- ◆ Planning
- ◆ Communicating
- ◆ Presenting information
- ◆ Decision-making
- ◆ Problem solving
- ◆ Organising
- ◆ Researching
- ◆ Using number
- ◆ Using Technology

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

Performance indicators

You will:

Plan and be accountable for your work

- 1 Negotiate realistic targets for your work.
- 2 Negotiate resources you need and select effective working methods.
- 3 Meet your deadlines or renegotiate targets and plans in good time.
- 4 Take responsibility for your own work and accept responsibility for any mistakes you make.
- 5 Reflect on and learn from mistakes.
- 6 Follow agreed guidelines, procedures and, where appropriate, codes of practice.

Behave in a way that supports effective working

- 7 Set high standards for your work and show drive and commitment in achieving these standards.
- 8 Cope with pressure and overcome difficulties and setbacks.
- 9 Assert your own needs and rights.
- 10 Actively seek new challenges.
- 11 Adapt readily to change and support others during change.
- 12 Treat other people with honesty, respect and consideration.
- 13 Support other people in work tasks.

Performance indicators (cont)

Improve your own performance

- 14 Encourage and accept feedback from other people.
- 15 Evaluate your own work and use feedback from other people to identify where you should improve.
- 16 Identify ways to improve your work, consistently put them into practice and test how effective they are
- 17 Identify where further learning and development could improve your performance.
- 18 Develop and follow through a learning plan that meets your own needs.
- 19 Review your progress and update and update your plans for improvement and learning.

Knowledge

You will know:

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

Plan and be accountable for your work

- 1 How to negotiate realistic targets and resources.
- 2 How to maximise working methods and how to apply them.
- 3 The purpose and benefits of acknowledging and learning from your mistakes.
- 4 The guidelines, procedures and codes of practice that are relevant to your work.
- 5 The benefits and value of continuously improving your work.

Behave in a way that supports effective working

- 6 The purpose of setting high standards for your work and how to set these standards.
- 7 How to cope with pressure.
- 8 The purpose and value of being resilient when you experience setbacks.
- 9 The purpose and benefits of being assertive, what this means and situations when you should be assertive.
- 10 The purpose and benefits of actively seeking new challenges and adapting to change.
- 11 How to recognise when others need your support and how to provide it.
- 12 The types of behaviour that show you are honest, respectful and considerate and the types of behaviour that show you are not.

Improve your own performance

- 13 How to evaluate your work.
- 14 The purpose and benefits of testing possible improvements to your work.
- 15 How learning and development can help you to improve your work, benefit the organisation and further your career.
- 16 The main career progression routes available to you.
- 17 How to develop a learning plan.

How is your SVQ achieved?

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

Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow
G2 8DQ

To achieve an SVQ, or a unit of an SVQ, you must:

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

Evidence may come from:

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

How is your SVQ assessed?

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

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

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

Who does what in SVQs?

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

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

What is evidence?

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

Evidence can take many forms including:

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

It is important that your evidence is:

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

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

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

Knowledge and skills

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

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

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

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

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

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

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

When can simulation be used?

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

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

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

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

Holistic and integrated approach to assessment

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

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

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

Section 2 — How to compile your portfolio

General information

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

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

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

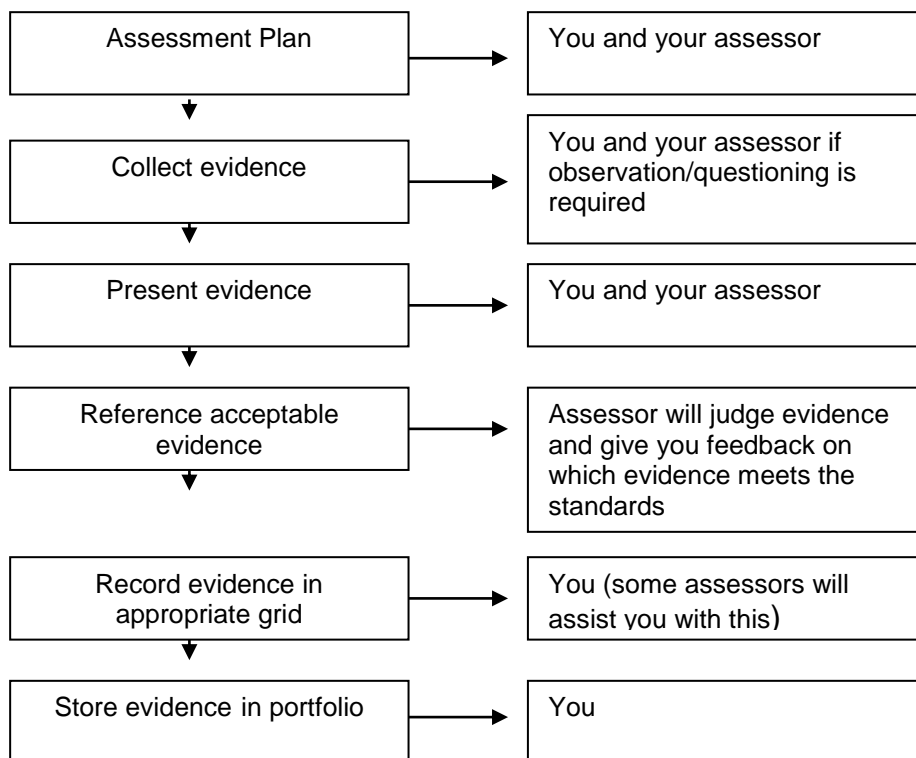
Forms	Reference	Description
Title Page	Example form 1	The title page should be attached to the front of your portfolio detailing your name, organisation, centre name, SVQ title, start date, completion date, assessor name and contact details and internal verifier name and contact details.
Portfolio Checklist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

Forms	Reference	Description
Evidence Index Matrix	Example form 5	You should complete an index of evidence sheet and file it immediately before the actual pieces of evidence in your portfolio.
Evidence Gathering Form	Example form 6	The evidence gathering form should be used for supporting evidence such as direct observation, personal statement, oral questions, professional discussions or witness testimonies.
Evidence Descriptor	Example form 7	The evidence descriptor should be used to reference your evidence. The evidence number, description and what the evidence shows should be attached to each piece of evidence.
Witness Status List	Example form 8	If a witness statement is being used as part of your supporting evidence, then the witness must complete a witness status form, detailing their name, address, signature and relationship to you.
Unit Assessment Plan	Example form 9	Prior to looking for different kinds of evidence and deciding if they should be included in your portfolio, it is necessary and helpful to produce an assessment plan in conjunction with your assessor.

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so.

Each portfolio will be different in content but all should include information about you (the candidate), the organisation where you are undertaking your qualification, the assessor and so on.

Evidence collection process



Planning your portfolio

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

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

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

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

Starting your portfolio

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

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

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

Title page
Portfolio checklist
Personal profile
Award Achievement Record
Completed Unit Records of Evidence and Unit Standards
Evidence Index Matrix
Evidence

Collecting your evidence

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

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

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

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

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

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

Presenting your evidence

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

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

There may also be items of evidence which you can't include in your portfolio for reasons of confidentiality, eg personal financial data or HR records. Evidence such as this can be kept in its normal location rather than in your portfolio but must be clearly referenced in the same way any other item of evidence would be. Assessors and verifiers should be able to locate and access all evidence on request, therefore it is very important that you clearly reference every item of evidence indicating where each can be found.

Referencing your evidence

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

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

How to complete the index of evidence

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

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

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

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

Completing the unit record of evidence

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

Example forms

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

Section 3 — Example forms

Example form 1

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

Example form 2

Portfolio checklist

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

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

Award achievement record

Candidate Name:

Start Date:

SVQ Title: SVQ Business and Administration SCQF level 8

For level 4 candidates must achieve three mandatory units and five optional units.

Mandatory units

Unit title	Date achieved	Assessor signature	IV signature

Optional units

Unit title	Date achieved	Assessor signature	IV signature

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal verifier: _____
(if sampled)

Date: _____

Unit record of evidence

Example form 4a

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

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

Performance indicators	Evidence numbers	Evidence type
Plan and be accountable for your work		
1 Negotiate realistic targets for your work.		
2 Negotiate resources you need and select effective working methods.		
3 Meet your deadlines or renegotiate targets and plans in good time.		
4 Take responsibility for your own work and accept responsibility for any mistakes you make.		
5 Reflect on and learn from mistakes.		
6 Follow agreed guidelines, procedures and, where appropriate, codes of practice.		
Behave in a way that supports effective working		
7 Set high standards for your work and show drive and commitment in achieving these standards.		
8 Cope with pressure and overcome difficulties and setbacks.		
9 Assert your own needs and rights.		
10 Actively seek new challenges.		
11 Adapt readily to change and support others during change.		
12 Treat other people with honesty, respect and consideration.		
13 Support other people in work tasks.		
Improve your own performance		
14 Encourage and accept feedback from other people.		
15 Evaluate your own work and use feedback from other people to identify where you should improve.		
16 Identify ways to improve your work, consistently put them into practice and test how effective they are.		
17 Identify where further learning and development could improve your performance.		
18 Develop and follow through a learning plan that meets your own needs.		
19 Review your progress and update your plans for improvement and learning.		

Example form 4b

Knowledge requirements	Evidence numbers	Evidence type
Plan and be accountable for your work		
1 How to negotiate realistic targets and resources.		
2 How to maximise working methods and how to apply them.		
3 The purpose and benefits of acknowledging and learning from your mistakes.		
4 The guidelines, procedures and codes of practice that are relevant to your work.		
5 The benefits and value of continuously improving your work.		
Behave in a way that supports effective working		
6 The purpose of setting high standards for your work and how to set these standards.		
7 How to cope with pressure.		
8 The purpose and value of being resilient when you experience setbacks.		
9 The purpose and benefits of being assertive, what this means and situations when you should be assertive.		
10 The purpose and benefits of actively seeking new challenges and adapting to change.		
11 How to recognise when others need your support and how to provide it.		
12 The types of behaviour that show you are honest, respectful and considerate and the types of behaviour that show you are not		
Improve your own performance		
13 How to evaluate your work.		
14 The purpose and benefits of testing possible improvements to your work.		
15 How learning and development can help you to improve your work, benefit the organisation and further your career.		
16 The main career progression routes available to you.		
17 How to develop a learning plan.		

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

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal verifier: _____

Date: _____

Evidence index matrix

Example form 5

Candidate name

Qualification Title

Tick all the units for which the evidence is relevant.

Number	Evidence description	Opt unit	Opt unit	Opt unit	Opt unit	Opt Unit	Unit 401	Unit 402	Unit 412

Short description of evidence.

Each item should be given its own unique reference number.

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal verifier: _____
(if sampled)

Date: _____

Example form 6

Evidence gathering form

Candidate name:

Date:

Evidence type — tick relevant box

Direct observation Personal statement

Oral questions

Professional discussion Witness testimony

Evidence

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

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

Related units

Unit	PI	K

Assessor/Witness comments

Candidate: _____

Date: _____

Assessor: _____

Date: _____

Internal verifier: _____
(if sampled)

Date: _____

Evidence descriptor

Evidence number:

Description of evidence:

What this evidence shows:



Evidence number:

Description of evidence:

What this evidence shows:



Evidence number:

Description of evidence:

What this evidence shows:



Example form 8

Witness status list

Candidate name:

Qualification:

Name	Contact details	Signature	Relationship to candidate	Assessor or verifier qualification

Example form 9

Unit assessment plan

Candidate name

Unit title

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

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

Evidence gathered could apply to more than one PI or K

Accreditation of prior learning

Item and how evidenced	Applies to knowledge statement