Assessor's guidelines for the:

SVQ 1 Customer Service at SCQF level 4
SVQ 2 Customer Service at SCQF level 5
SVQ 3 Customer Service at SCQF level 6
SVQ 4 Customer Service at SCQF level 8

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version Number	Description	Date	Authorised by

Contents

About this guide

This guide provides some practical examples of how to assess your candidates for the:

- **SVQ 1 Customer Service at SCQF level 4**
- **SVQ 2 Customer Service at SCQF level 5**
- **SVQ 3 Customer Service at SCQF level 6**
- **SVQ 4 Customer Service at SCQF level 8**

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 and the SCQF

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy and are usually delivered in the workplace or in partnership with a college or other training provider. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

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

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared.

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

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

Explanation of levels

**SVQ 1
(SCQF level 4)**
Competence involves the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

**SVQ 2
(SCQF level 5)**
Competence involves the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there will be activities, which are complex or non-routine and there is some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

**SVQ 3
(either SCQF
level 6 or 7)**
Competence involves the application of knowledge and skills in a broad range of varied work activities, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often present. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

**SVQ 4
(either SCQF
level 8 or 9)**
Competence involves the application of knowledge and skills in a broad range of complex technical or professional work activities, performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

**SVQ 5
(SCQF level 11)**
Competence involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountability. SVQs may be at differing SCQF levels and have differing amount of credit points, depending on the structure and context of the SVQ.

For further information on SCQF go to **www.scqf.org.uk**.

How are standards defined in SVQs?

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

The SVQs in Customer Service are made up of Units which are grouped together in 'Themes'. There are five 'Themes' as follows:

- ♦ Customer Service Foundations
- ♦ Impression and Image
- ♦ Delivery
- ♦ Handling Problems
- ♦ Development and Improvement

Contained within these 'Themes' is a selection of Units which candidates can select dependent on the level of their SVQ. The structures of the SVQs in Customer Service start on page 9 and it is recommended that centres familiarise themselves with the relevant structure(s) before advising candidates on their choice of Units.

Units define the broad functions carried out in Customer Service within each theme and are made up of a number of sections. These Units describe the activities which employees have to perform (sometimes called the elements) and will require candidates to demonstrate certain skills, 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, 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 Units/standards to form the SVQ.

As an example, the details of Unit F1 are given below:

Unit F1 Communicate in a Customer Service Environment

This Unit is part of the Customer Service Theme of Customer Service Foundations. This Theme covers the language and concepts of Customer Service as well as the organisational context and the external environment in which you work. Remember that customers include everyone you provide a service to. They may be external to your organisation or they may be internal customers.

What this Unit is about

You need to be able to communicate with customers and colleagues using language and concepts that they can understand. This Unit is about the language and basic principles that are the heart of customer service and the skills you need to communicate effectively with customers and colleagues. It also covers how you fit into the customer service picture in your organisation and the contribution of your job to good customer service. You need to be able to describe and explain the services or products that your organisation offers and how it delivers customer service. This means that you need to use the right language to describe customer service and describe why an organisation needs to balance customer needs with what the organisation is willing and able to provide. Using that language, the Unit will help you to understand how you and your job fit in.

Element — Identify customers and their characteristics and expectations.

Performance criteria

You must be able to:

P1   recognise typical customers and their expectations

P2   discuss customer expectations with colleagues using recognised customer service language

P3   follow procedures through which you and your colleagues deliver effective customer service

Element - Identify your organisation's services or products.

Performance criteria

You must be able to:

P4   outline your organisation's services or products to customers

P5   list the information you need to deliver effective customer service and where that information can be found

P6   discuss with colleagues the part you play in delivering your organisation's service offer

Knowledge and understanding

You need to know and understand:

K1   who your customers are and the differences between an internal customer and an external customer

K2   your organisation's services or products and how to find information about them

K3   the connection between customer expectations and customer satisfaction in customer service

K4   why good customer service is important to any organisation

K5   why organisational procedures and teamwork are important to good customer service

K6   the service offer of your organisation and the part you play in delivering it

K7   who's who and who does what in delivering customer service in your organisation

K8   the main characteristics of typical customers that you deal with, what impresses them and what might upset or annoy them

K9   the kinds of information you need to give good service to customers

K10 typical customer service problems in your work and who should be told about them

K11 how the way you behave affects your customer's service experience

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 Skills CFA in their assessment strategy for the SVQs in Customer Service — see SQA's website: **www.sqa.org.uk**

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification) or an alternative qualification which SQA also recognises.

Skills CFA's assessment strategy has highlighted an 'Employer Direct Model' for SVQs in Customer Service, which can be offered to **employers only**. Under this model, colleagues, supervisors and/or managers in the workplace can be involved in the assessment process. Any employers who wish further guidance, advice or details of this model should refer to page 8 of the assessment strategy on SVQ Customer Service page on SQA's website (**www.sqa.org.uk**) or contact SQA.

The steps involved in assessing a candidate for an SVQ

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

♦ planning for assessment
♦ generating and collecting evidence of the candidate's competence in the Units
♦ judging the evidence of the candidate's ability and making an assessment decision based on the evidence
♦ recording the assessment decision and the candidate's achievement

1 The SVQs in Customer Service

The SVQs in Customer Service have been developed by Skills CFA and are intended for people whose job role involves dealing with customers, whether internal or external to their organisation.

Customer service impacts on all occupational sectors. These people may be working as sales staff, administrators, hotel and travel employees, managers, contact centre staff etc — in fact in any role that involves working with other people (ie external customers). However, customer service is equally important when dealing with colleagues (ie internal customers) and therefore the SVQs in Customer Service will be appropriate to anyone who interacts with other people. Whether dealing with internal or external customers, candidates will require skills and knowledge in understanding service requirements, anticipating customers needs, meeting and exceeding customers' expectations and recognising customer behaviors.

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 can include:

♦ service centres
♦ contact centres
♦ retail stores and outlets
♦ hotels and restaurants
♦ office environments
♦ public sector organisations
♦ utility companies
♦ customer reception departments

Additional Support for SVQs in Customer Service

SQA's On-line Question Bank

Within SOLAR, SQA's e-Assessment service, there is an on-line question bank to assist centres assess the **knowledge requirements** of the mandatory Units of SVQ 2 Customer Service at SCQF level 5 and SVQ 3 Customer Service at SCQF level 6. More details of this can be found on page 29.

Candidate Support Packs
SQA are developing Candidate Support Packs for the knowledge requirements of each of the two Mandatory Units in SVQ 2 Customer Service at SCQF level 5 and SVQ 3 Customer Service at SCQF level 6 which will available from the SQA secure site in due course. These will be in pdf and word formats, to allow centres to tailor the content to specific organisations, occupational sectors etc.

Structure of the SVQs

This section lists the Units which form the SVQs in Customer Service.

SVQ 1 Customer Service at SCQF level 4 (GL0E 21)

To achieve this qualification you must complete **five** Units, of which:

1   **Two Units** must be completed from **Group A: Mandatory Core Units**.
2   **One Unit** must be selected from **Group B: Optional Units**.
3   **One Unit** must be selected from **Group C: Optional Units**.
4   **One Unit** must be selected from **Group D: Optional Units**.

The candidate must complete all mandatory Units:

Mandatory Units (Group A) - Customer Service Foundations

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9YW 04	4	4	F1	Communicate in a Customer Service Environment
H9YX 04	5	4	F2	Deliver Customer Service within the Rules

Plus one from the following optional Units

Optional Units (Group B) - Impression and Image

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9XG 04	4	5	A1	Maintain a Positive and Customer-friendly Attitude
H9XH 04	4	5	A2	Behave in a Way that Gives a Good Customer Service Impression

Plus one from the following optional Units

Optional Units (Group C) - Delivery

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
FE1T 04	4	5	B1	Do Your Job in a Customer-friendly Way
FE1V 04	5	5	B2	Deliver Reliable Customer Service
FE1W 04	5	5	B3	Deliver Customer Service on Your Customer's Premises
FE1X 04	5	5	B4	Recognise Diversity When Delivering Customer Service

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
F943 04	5	8	B5	Deal With Customers Across a Language Divide
H9Y1 04	5	4	B6	Use Questioning Techniques When Delivering Customer Service
H9Y2 04	5	5	B7	Deal With Customers Using Bespoke Software
H9Y3 04	5	4	B8	Maintain Customer Service Through Effective Handover
H9Y9 04	5	3	B17	Deliver Customer Service in an Environmentally Friendly and Sustainable Way

Plus one from the following optional Units

Optional Units (Group D) – Handling Problems

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9YA 04	4	5	C1	Recognise and Deal with Customer Queries, Requests and Problems
H9YC 04	4	4	C2	Take Details of Customer Service Problems
H9YF 04	6	6	C5	Monitor and Solve Customer Service Problems
FE2F 04	7	10	C6	Apply Risk Assessment to Customer Service
H9YG 04	7	6	C7	Process Customer Service Complaints

SVQ 2 Customer Service at SCQF level 5 (GL0F 22)

To achieve this qualification you must complete **seven** Units, of which:

1 **Two Units** must be completed from **Group A: Mandatory Core Units**.
2 **One Unit** must be selected from **Group B: Optional Units**.
3 **One Unit** must be selected from **Group C: Optional Unit**.
4 **One Unit** must be selected from **Group D: Optional Units**.
5 **One Unit** must be selected from **Group E: Optional Units**.
6 **One** further Unit can be selected from any of **Groups B**, **C**, **D** and **E**.

The candidate must complete all mandatory Units

Mandatory Units (Group A) – Customer Service Foundations

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9YW 04	4	4	F1	Communicate in a Customer Service Environment
H9YX 04	5	4	F2	Deliver Customer Service within the Rules

Plus one from the following optional Units

Optional Units (Group B) – Impression and Image

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9XJ 04	5	5	A3	Communicate Effectively with Customers
H9XK 04	5	5	A4	Give Customers a Positive Impression of Yourself and Your Organisation
H9XL 04	5	6	A5	Promote Additional Services or Products to Customers
FE25 04	5	5	A6	Process Information about Customers
H9XM 04	5	6	A7	Live up to the Brand Promise when Delivering Customer Service
H9XN 04	5	6	A8	Make Customer Service Personal
H9XP 04	5	6	A9	Go the Extra Mile in Customer Service
H9XR 04	5	5	A10	Deal With Customers Face to Face
H9XT 04	5	5	A11	Deal With Incoming Telephone Calls from Customers
H9XV 04	5	6	A12	Make Telephone Calls to Customers
H9Y0 04	5	3	A19	Deal with Customers Using a Social Media Platform

Plus one from the following optional Units

Optional Units (Group C) - Delivery

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
FE1V 04	5	5	B2	Deliver Reliable Customer Service
FE1W 04	5	5	B3	Deliver Customer Service on Your Customer's Premises
FE1X 04	5	5	B4	Recognise Diversity When Delivering Customer Service
F943 04	5	8	B5	Deal With Customers Across a Language Divide
H9Y1 04	5	4	B6	Use Questioning Techniques When Delivering Customer Service
H9Y2 04	5	5	B7	Deal With Customers Using Bespoke Software
H9Y3 04	5	4	B8	Maintain Customer Service Through Effective Handover
H9Y9 04	5	3	B17	Deliver Customer Service in an Environmentally Friendly and Sustainable Way

Plus one from the following optional Units

Optional Units (Group D) – Handling Problems

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9YD 04	5	6	C3	Resolve Customer Service Problems
H9YE 04	5	6	C4	Deliver Customer Service to Challenging Customers
H9YF 04	6	6	C5	Monitor and Solve Customer Service Problems
FE2F 04	7	10	C6	Apply Risk Assessment to Customer Service
H9YG 04	7	6	C7	Process Customer Service Complaints

Plus one from the following optional Units

Optional Units (Group E) – Development and Improvement

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9YJ 04	5	6	D1	Develop Customer Relationships
FE2J 04	5	5	D2	Support Customer Service Improvements
FE2K 04	5	6	D3	Develop Personal Performance Through Delivering Customer Service
H9YK 04	5	5	D4	Support Customers Using On-line Customer Services
FE2M 04	5	5	D5	Buddy a Colleague to Develop Their Customer Service Skills
H9YL 04	5	6	D6	Develop Your Own Customer Service Skills Through Individual Learning
FE2P 04	5	5	D7	Support Customer Services Using Self-service Technology

SVQ 3 Customer Service at SCQF level 6 (GL0D 23)

To achieve this qualification you must complete **seven** Units, of which:

1   **Two Units** must be completed from **Group A: Mandatory Core Units**.
2   **One Unit** must be selected from **Group B: Optional Units**.
3   **One Unit** must be selected from **Group C: Optional Units**.
4   **One Unit** must be selected from **Group D: Optional Units**.
5   **One Unit** must be selected from **Group E: Optional Units**.
6   **One** further Unit can be selected from any of **Groups B**, **C**, **D** and **E**.
7   A maximum of two Optional Units can be selected from the **Optional Units** at **level 7 and/or 8**.

The candidate must complete all mandatory Units

Mandatory Units (Group A) - Customer Service Foundations

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9YY 04	7	6	F3	Show Understanding of Customer Service
HA00 04	6	6	F4	Show Understanding of the Rules that Impact on Improvements in Customer Service

Plus one from the following optional Units

Optional Units (Group B) – Impression and Image

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9XW 04	6	6	A13	Deal With Customers in Writing or Electronically
H9XX 04	7	8	A14	Use Customer Service as a Competitive Tool
FE2X 04	6	7	A15	Organise the Promotion of Additional Services or Products to Customers
H9XY 04	7	7	A16	Build a Customer Service Knowledge Base

Plus one from the following optional Units

Optional Units (Group C) - Delivery

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9Y4 04	6	6	B9	Deliver Customer Service Using Service Partnerships
FE31 04	6	6	B10	Organise the Delivery of Reliable Customer Service
H9Y5 04	6	7	B11	Improve the Customer Relationship
H9Y9 04	5	3	B17	Deliver Customer Service in an Environmentally Friendly and Sustainable Way

Plus one from the following optional Units

Optional Units (Group D) – Handling Problems

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9YF 04	6	6	C5	Monitor and Solve Customer Service Problems
FE2F 04	7	10	C6	Apply Risk Assessment to Customer Service
H9YG 04	7	6	C7	Process Customer Service Complaints

Plus one from the following optional Units

Optional Units (Group E) – Development and Improvement

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
FE36 04	6	8	D8	Work With Others to Improve Customer Service
H9YM 04	7	7	D9	Promote Continuous Improvement
FE39 04	6	8	D10	Develop Your Own and Others' Customer Service Skills
FE3A 04	7	7	D11	Lead a Team to Improve Customer Service
H9YN 04	7	10	D12	Gather, Analyse and Interpret Customer Feedback
FE3D 04	6	7	D13	Monitor the Quality of Customer Service Transactions
FE3R 04	8	10	D14	Implement Quality Improvements to Customer Service

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
FE3T 04	8	9	D15	Plan and Organise the Development of Customer Service Staff
FE3V 04	8	11	D16	Develop a Customer Service Strategy for a Part of an Organisation
H9YP 04	8	7	D17	Manage a Customer Service Award Programme
H9YR 04	8	11	D18	Apply Technology or Other Resources to Improve Customer Service
FE3Y 04	8	11	D19	Review and Re-engineer Customer Service Processes
FE40 04	7	7	D20	Manage Customer Service Performance
H9YT 04	6	4	D21	Analyse and Report on the Content of Customer Service Feedback Poste on Social Media
H9YV 04	7	5	D22	Develop a Customer Service Network through Social Media Platforms

SVQ 4 Customer Service at SCQF level 8 (GL0C 24)

To achieve a level 4 qualification you must complete **eight** Units, of which**:**

1   **Two Units** must be completed from **Group A: Mandatory Core Units**.
2   **One Unit** must be selected from **Group B: Optional Units**.
3   **One Unit** must be selected from **Group C: Optional Units**.
4   **One Unit** must be completed in **Group D: Optional Unit**.
5   **One Unit** must be selected from **Group E: Optional Units**.
6   **Two** further Units can be selected from any of **Groups B**, **C**, and **E**.

The candidate must complete all mandatory Units

Mandatory Units (Group A) – Customer Service Foundations

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
HA01 04	8	10	F5	Show Understanding of Customer Service Management
FE3F 04	8	10	F6	Follow Organisational Rules, External Regulations and Legislation When Managing Customer Service

Plus one from the following optional Units

Optional Units (Group B) – Impression and Image

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
FE3G 04	8	10	A17	Champion Customer Service
FE3H 04	8	11	A18	Make Customer Service Environmentally Friendly and Sustainable

Plus one from the following optional Units

Optional Units (Group C) - Delivery

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
FE3J 04	8	8	B12	Maintain and Develop a Healthy and Safe Customer Service Environment
H9Y6 04	8	10	B13	Plan, Organise and Control Customer Service Operations
H9Y7 04	8	8	B14	Review the Quality of Customer Service
H9Y8 04	8	8	B15	Build and Maintain Effective Customer Relations
FE3N 04	8	8	B16	Deliver Seamless Customer Service With a Team

Plus one from the following optional Units

Optional Units (Group D) – Handling Problems

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
H9YH 04	8	10	C8	Handle Referred Customer Complaints

Plus one from the following optional Units

Optional Units (Group E) – Development and Improvement

SQA Ref	SCQF level	SCQF credit points	SSC Ref	Title
FE3R 04	8	10	D14	Implement Quality Improvements to Customer Service
FE3T 04	8	9	D15	Plan and Organise the Development of Customer Service Staff
FE3V 04	8	11	D16	Develop a Customer Service Strategy for a Part of an Organisation
H9YP 04	8	7	D17	Manage a Customer Service Award Programme
H9YR 04	8	11	D18	Apply Technology or Other Resources to Improve Customer Service
FE3Y 04	8	11	D19	Review and Re-engineer Customer Service Processes
FE40 04	7	7	D20	Manage Customer Service Performance
H9YT 04	6	4	D21	Analyse and Report on the Content of Customer Service Feedback Posted on Social Media
H9YV 04	7	5	D22	Develop a Customer Service Network through Social Media Platforms

An assessment strategy for the SVQ

As part of its review of the SVQs, the standards-setting body (Skills CFA) 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 an employer direct model

This assessment strategy is published on the SVQ Customer Service page of SQA's website (**www.sqa.org.uk**), and both SQA and centres must comply with these requirements.

Why would people be interested in the SVQ?

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

How do candidates begin?

Choosing the SVQ

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

Example

Robert joined New Autos a car dealership, on leaving school. Robert had good administration skills and had used his role as an administration assistant to complete an SVQ in Business Administration at level 3. Robert had recently been given the opportunity of promotion to the position of reception supervisor and gladly accepted the new role.

Discussion with his HR manager helped Robert to identify the key aspects of customer service needed for his new role. The key aspects of customer service which Robert would be responsible for included the following;

♦ developing the customer service, which research was showing was encountering some difficulties
♦ greeting customers
♦ identifying customer needs
♦ anticipating customer needs
♦ solving customer issues and concerns

Although confident in his ability to perform his new role, Robert felt that some additional development of his customer service skills and knowledge would be useful. In addition, Robert would be responsible for developing others within the reception team and by updating his skills and knowledge. Robert would be able to pass his new skills on to other members of his team. Robert discussed development options with his HR manager and decided to complete **SVQ 3 Customer Service at SCQF level 6.**

SVQ 3 Customer Service at SCQF level 6 has a specific requirement for Units chosen, ie:

♦ a maximum of two Optional Units can be selected from the **Optional Units** at **level 7 and/or 8**.

The two mandatory Units would provide Robert with a solid foundation of customer service knowledge and skills. These Units are:

♦ F3 Show Understanding of Customer Service (SCQF level 7, credit points 6)
♦ F4 Show Understanding of the Rules that Impact on Improvements in Customer Service (SCQF level 6, credit points 6)

Robert chose optional Units which he felt would help him in his new role:

♦ A15 Organise the Promotion of Additional Services or Products to Customers (SCQF level 6; 7 credit points)
♦ B10 Organise the Delivery of Reliable Customer Service (SCQF level 6, 6 credit points)
♦ C7 Process Customer Service Complaints (SCQF level 7, 6 credit points)
♦ D8 Work with Others to Improve Customer Service (SCQF level 6, 8 credit points)
♦ D11 Lead a Team to improve Customer Service (SCQF level 7; 7 credit points)

New Autos were already working with a local training provider and they engaged the same provider to work with Robert on his qualification. An assessor from the training company visited Robert at work and discussed the best way of approaching and completing SVQ 3 Customer Service at SCQF level 6. Robert agreed an assessment plan with his assessor which focused on the **Unit D8 'Work with Others to Improve Customer Service'**. It was agreed that this Unit would form the basis on which the other Units would be completed. By establishing a working relationship with his team, Robert would be able to build from this, and start to improve the overall customer service performance within New Autos.

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
♦ 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

Candidates' role:

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

Planning

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

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

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

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

To help you plan for assessment, we have produced an assessment plan which covers the Unit D8 'Work with Others to Improve Customer Service'.

You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

Unit: D8 - Work with Others to Improve Customer Service					
Activities	**Element/PC/ K&U**	**Method of assessment/ Sources of evidence**	**Date of assessment**	**Evidence already available**	**Links to other Units**
Team meetings where agreements are made on customer service	P1, P2, P3, P4, P5, P6	Minutes from team meetings, observation, oral questions	4th April	Minutes from previous meetings	Unit F3: P1 – P4 and P7; Unit F4: P1 - P3
Management meeting minutes showing your input to improvements to customer service	All P1 – P12			Minutes from previous meetings	
Performance reviews with team	P1 – P3 and P6	Review of product evidence	4th April	Previous performance reviews	
Personal development plan & Performance review for Margaret Robert	P7 and P8	Review of product evidence	28th February	Previous performance review	
Personal statement	All P1 – P12	Professional discussion	4th April		
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature	_Helen Cameron_	**1st review due**	28th February
Candidate's signature	_Robert Stewart_	**2nd review due**	4th April
Date of agreement		**Date of completion**	31st January

Selecting methods of assessment

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

♦ By *valid* we mean that the assessment method should be appropriate to the standards
♦ By *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions
♦ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

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

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

The benefits might be:

♦ candidates can produce evidence from work activities
♦ candidates can work at their own pace
♦ assessor/candidate relationship will allow the assessor to help identify potential sources of evidence
♦ improvements to business performance can be easily identified and assessed

The challenges might be:

♦ accessing appropriate assessment methods, eg observation
♦ fitting assessments into busy working environments
♦ confidentiality of information
♦ meeting agreed assessment dates

Example:
You might have agreed with your candidate that they will demonstrate how they prepare to deliver customer service. This might include their personal appearance, organising their area of work, ensuring they have all the resources they need and/or getting the resources they will need. Observation will be the most cost-effective assessment method for this activity as it will enable you to see first-hand how the candidate performs each part of their preparation.

Your assessment method and observation is safe, fair, valid and reliable.

Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evidence, 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.

Observation would be an appropriate method of assessment for many parts of the Customer Service SVQs.

For example, when looking for evidence of how candidates deliver reliable customer service, it would be appropriate to observe your candidate greeting customers, asking questions and responding to customers' needs. Your observations could be planned to cover more than one occasion which would confirm reliability of service delivery.

Product evidence

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

♦ records of communication between candidate and customer (internal and external)
♦ customer feedback records
♦ candidate's performance review

Example

Unit D8, Work with Others to Improve Customer Service, requires the candidate to demonstrate how they communicate with colleagues and team members. In this case, product evaluation would be examination of minutes from meetings which show the candidate agreeing customer service related actions with team members and/or colleagues.

A further example of evaluation of product evidence might be the outcome of a project that you have planned with your candidate. This could be the results of research into customer feedback and include feedback forms, completed questionnaires and summaries of findings.

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.

SQA's On-line Question Bank

There is an on-line question bank to assist centres assess the **knowledge requirements** of the mandatory Units of SVQ 2 Customer Service at SCQF level 5 and SVQ 3 Customer Service at SCQF level 6. Each of the four Units is assessed by a generic on-line multiple choice test. The on-screen e-assessment is available to SQA approved centres via SOLAR (see below for more details on SOLAR). Centres must therefore have access to the internet.

Each test comprises of a set number of generic questions for each of the four mandatory Units. It provides a broad assessment of the key principles and typical circumstances / situations that may face those involved in providing excellent customer service. To successfully pass the test, the learner must achieve 70% of the marks available.

SOLAR

Within SOLAR, the assessments available for these Units are generated dynamically from an item bank of questions, together with on-screen e-assessment.

SOLAR is the name of SQA's e-Assessment service which makes available both summative and formative e-assessments based on banks of quality-assured question items. SOLAR uses secure onscreen assessment solutions called SecureAssess, which is now the UK's leading e-assessment solution and only requires a browser and internet access.

SOLAR is available to approved SQA centres. A proforma to request login and password is available on the SQA SOLAR site (www.sqasolar.org.uk). If your centre is an SQA approved centre but you are unsure if your centre has access to SOLAR, please visit the SOLAR site (www.sqasolar.org.uk) and check the '*List of approved centres trained*' to see if your centre already has a centre administrator for SOLAR.

These administrators will be able to provide training and arrange for colleagues to access SOLAR immediately.

Centre staff are required to undertake training on the SOLAR administration system prior to gaining access and use of SOLAR. It is recommended that centre staff review the demonstration and tutorials available in the training section at www.sqasolar.org.uk/training and if you require any help, you can contact the SOLAR support team on solar@sqa.org.uk.

Candidate Support Packs

As outlined earlier, SQA are developing Candidate Support Packs for the knowledge requirements of each of the two Mandatory Units in SVQ 2 Customer Service at SCQF level 5 and SVQ 3 Customer Service at SCQF level 6 which will be available from the SQA secure site in due course. These will be in pdf and word formats, to allow centres to tailor the content to specific organisations, occupational sectors etc.

When carrying out an observation of your candidate dealing with customers, it may not always be possible to hear everything that is said. For example, you are observing your candidate dealing with a customer who is complaining about the delivery time of an item they have purchased. Your candidate resolves the issue but you may have to ask the following question:

Q: What are your organisation's procedures for delivery of items?

A: My organisation guarantees 24 hour delivery to customers who live within 20 miles. That customer lives in another town and our delivery time is 48 hours. I have explained that their item will be delivered tomorrow and the customer was happy with my explanation.

You observe your candidate referring a customer to a supervisor.

Q: Why did you refer that customer to your supervisor?

A: I am not allowed to authorise 24 hour delivery to customers who live out with the 20 miles area. This requires special delivery arrangements which have to be done by a supervisor.

Other methods of assessment

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

Personal statements

Sometimes you might 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*. However, 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 elements/PCs. 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.
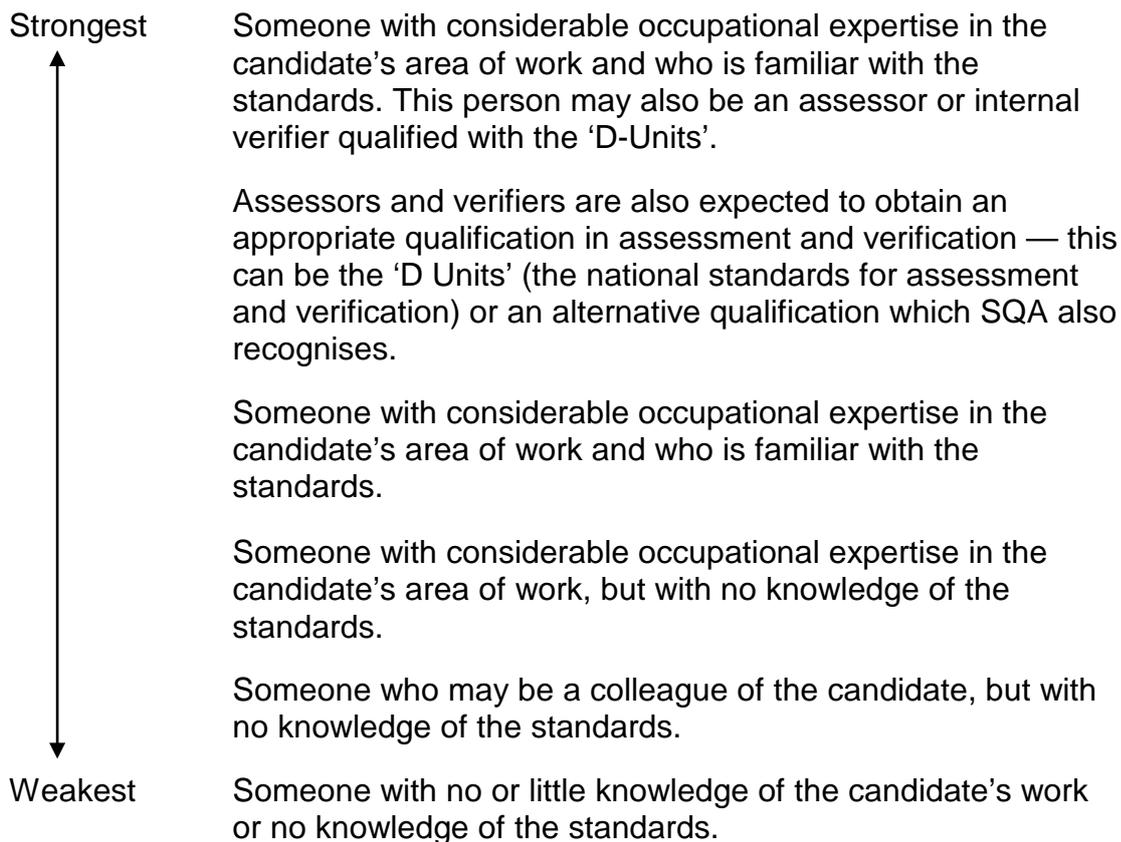
A personal statement would be appropriate when the opportunity to observe your candidate in a specific activity is difficult to organise. For example, it may take considerable time for an opportunity to observe your candidate dealing with a customer complaint to arise. You may wish to ask your candidate to write a personal statement about a situation they have dealt with in your absence. To make this method reliable, you could ask your candidate's supervisor to confirm. This should not be confused with a witness testimony. A witness testimony is a statement which is produced on behalf of the candidate by a reliable witness, eg supervisor.

Another situation where a personal statement could be used would be when you require your candidate to produce evidence to cover knowledge and understanding of policies and procedures.

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 'D-Units'.

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the 'D Units' (the national standards for assessment and verification) or an alternative qualification which SQA also recognises.

Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.

Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.

Someone who may be a colleague of the candidate, but with no knowledge of the standards.

Weakest   Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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

A witness statement would be appropriate to confirm that a candidate has performed a relevant activity which you were not able to observe, eg dealing with a complaint, or implementing some customer service improvements.

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.

Skills CFA has defined what it regards as simulation, and within the assessment strategy has specified in the standards when simulation is and is not acceptable. The standards also state when candidates must demonstrate competence in the workplace.

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

Other sources of evidence

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

SQA's *Guide to Assessment* (see section 5) has 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:

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

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

Observation

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

Observation record

Unit/Element(s)/PC(s)	D8 Work with Others to Improve Customer Service
Candidate	Robert Stewart
Evidence index number	1
Date of observation	28th February

Skills/activities observed	Element/PC covered
I observed Robert holding a meeting with his team. Robert opened the meeting and agreed the agenda. The meeting had been called to review progress of the new customer service procedures and the new roles which the team members had taken on.	Unit D8: P1, P2, P3, P4, P5, P6 P9, P10, P11, P12
Robert suggested providing information for customers which would inform them of the new service agreements in place. The team felt that this would be a good idea and Robert said that he would action and let the team have a sample of the document.	Unit F3: P1, P3, P4
Robert gave details of a revised staff rota which would mean that there was additional cover on the service desk during the busiest times. Robert asked for comments and all agreed that the new rota would improve service. Robert also informed the team that he would assist with any customer concerns if necessary.	Unit D11: P1, P2, P3, P5
Robert informed the team that he intended to introduce informal performance review chats on a monthly basis. This was to ensure that the team had an opportunity to discuss any issues and also to give Robert a chance to explain any new developments within the business. This new form of communication was welcomed by all.	
Robert asked his team how the new measures were being accepted by customers. One of the team responded that customers were noticing the improvements and commenting on better service being received.	
Robert asked if there was any other business. There was none.	
Robert set a date for the next meeting and thanked all for attending.	

Knowledge and understanding apparent from this observation

Unit D8: K1, K2
Unit F3: K4, K6, K11
Unit D11: K1, K2, K4, K6, K7

Other Units/Elements to which this evidence may contribute

Units F3 and D11

Assessor's comments and feedback to candidate

Robert conducted the meeting in a positive and friendly manner. Robert ensured that everyone was involved and followed the agreed agenda.
Robert will provide copies of performance reviews and staff rotas as further evidence for this Unit.

I can confirm the candidate's performance was satisfactory.

Assessor's signature   *Helen Cameron*   **Date**   28th February

Candidate's signature   *Robert Stewart*   **Date**   4th April

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	D8 Work with Others to Improve Customer Service
Element(s)/PC(s)	P1 — 12
Evidence index number	2

Circumstances of assessment
Oral questions asked to support observation of team meeting and to cover gaps in evidence for Unit D8, in particular Outcome 2 — Monitor own performance when improving customer service (P7 and P8)

List of questions and candidate's responses	
Q	Describe the roles of others outside your organisation who have an impact on your services or products (K3)
A	Our suppliers play a key role in ensuring effective customer service. For example, if a supplier lets us down on a delivery of parts, it will impact on the time taken to complete customer's car servicing and repairs
Q	What the goals or targets of your organisation are in relation to customer service and how these are set? (K4)
A	It is important not to promise more than you can deliver in customer service. We have a stated goal that we will turn round customers' car services in six hours. If we think we will not meet this deadline, we will keep the customer informed of progress and, if necessary, provide a courtesy car. Part of Scot Auto's mission statement is that we will always treat our customers with respect and value their feedback.
Q	How does your organisation identify improvements required for customer service? (K5)
A	We ask every customer to fill in a feedback sheet to let us know how they were treated during their involvement with us. We discuss all suggestions for improvement and implement those which are practical and which will improve service to our customers
Q	How do you monitor your own performance when improving customer service?
A	I document all our meetings and at each meeting I review what I have done and confirm with those involved. I will offer an explanation for anything I have not completed and if appropriate will review at the next meeting. By doing this my team will see that I am committed to making improvements and following up on action points. If the team identifies with my commitment they will be more likely to achieve the goals that I agree with them. (P7, P8)

Assessor's signature	Helen Cameron	Date	4th April
Candidate's signature	Robert Stewart	Date	4th April

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)	Units, Elements, PCs, and Range covered
20th March	3	I have recently been promoted to the post of reception supervisor at New Autos. Part of my role is to make improvements to the service we offer to our customers, and to do this I must ensure that I have the support of my team. One of the first things that I did was to introduce regular team meetings. Meetings are held every week and customer service is a set agenda item. The meetings are documented and action points are followed up, or a reason given for failure to achieve. If I have not met any action points, I will add them as an action point for the next meeting. This sends a clear signal to the team that I am committed to making improvements to customer service. At the meetings I ask the team for suggestions for improving customer service. Suggestions are discussed fully and implemented if practical. It is important not to offer a service that cannot be delivered effectively and efficiently. I have also introduced one to one meetings with my team where I will discuss their performance and agree development which will help them in their role. I also use this opportunity to discuss any specific customer service issues and I will work with each individual to make sure they achieve their development goals. I have agreed with two members of the team that they will complete SVQ 2 in Customer Service. This will help to improve their skills and confidence in dealing with customers.	Minutes from team meetings. Staff development plans.	Unit D8 PC: P1, P2, P3, P4, P5, P6 K&U: K1, K2, K4

Candidate's signature *Robert Stewart* **Date** *20th March*

Witness testimony

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

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

Witness testimony

SVQ title and level	SVQ 3 Customer Service at SCQF level 6
Candidate's name	Robert Stewart
Evidence index no	4
Index no of other evidence which this testimony relates to (if any)	5 Staff performance reviews
Element(s)/PCs	P1 — P12
Date of evidence	4th April
Name of witness	Carolyn MacLean
Designation/relationship to candidate	Customer Service Manager, New Autos
Details of testimony	

I can confirm the candidate's performance was satisfactory.

Witness's signature _____ **Date** _____

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

☐ Holds L and D Unit 9D/L&9DI qualifications

☐ 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 the 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

♦ Dealing with customer complaints.
♦ Dealing with customer issues which are sensitive and/or confidential.
♦ Providing customer information in line with Data Protection legislation.
♦ Providing an explanation of organisational policies and procedures.

You may be able to overcome these by agreeing one or more of the following in the assessment plan;

♦ A personal statement describing what has been done — this can be confirmed by a reliable witness if necessary.
♦ A personal statement providing an explanation of the candidate's knowledge and understanding.
♦ A planned professional discussion which covers any gaps in evidence
♦ Oral/written questions.
♦ Answers to 'what if' scenario questions.
♦ Secondment to an appropriate part or section of the organisation which will enable evidence to be generated.

NB: See Skills CFA assessment strategy for details of where simulation is acceptable.

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.

Example

Evidence of dealing with complaints is often a difficult activity to assess at first hand. Customer complaints often have to be dealt with sensitively and tactfully and the presence of a third party, eg an assessor, may inflame an already delicate situation. You may agree with your candidate that they keep a log of any customer complaints that they have to deal with and describe what happened. In this event, you should encourage your candidate to have their account confirmed by their manager or supervisor to ensure the accuracy of their account. The reliability of the person confirming should be checked to ensure authenticity of the statement.

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.

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

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

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

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

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

♦ Completing the Unit progress record
♦ Using the evidence index
♦ Completing the Element/PC 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 their Customer Service 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.

Unit progress record

Qualification and level:

Candidate: Robert Stewart

To achieve the whole qualification, you must prove competence in 2 **mandatory** Units and a minimum of one Unit from each **optional** Group.

Unit Checklist

Mandatory	F3	F4							
Optional	A15	B10	C7	D8	D11				

Mandatory Units achieved

Unit Number	Title	Assessor's signature	Date
F3	**Show Understanding of Customer Service**	Helen Cameron	1st August
F4	**Show Understanding of the Rules that Impact on Improvements in Customer Service**		

Optional Units achieved

A15	**Organise the Promotion of Additional Services or Products to Customers**	Helen Cameron	1st August
B10	**Organise the delivery of reliable customer service**	Helen Cameron	6th June
C7	**Process customer service complaints**		
D8	**Work with others to improve customer service**	Helen Cameron	4th April
D11	**Lead a Team to Improve Customer Service**		

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	SVQ 3 Customer Service at SCQF level 6

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Observation	Yes	*HP 5th April*
2	Questions	Yes	
3	Personal statement Unit D8	Yes	
4	Witness statement	Yes	*HP 5th April*
5	Minutes from team meetings	No — held on memory stick	
6	Staff rotas	Yes	
7	Personal Statement Unit F3	Yes	
8	Personal Statement Unit F4	Yes	
9	Customer feedback records	No — held on memory stick	
10	Written communication to customers	No — held on memory stick	
11	Customer promotions (with annotation)	Yes	
12	Personal Statement Unit B10	No — Voice file held on memory stick	

Completing the Element achievement record

To help you and your candidates cross-reference the evidence to the Elements/PCs of the SVQs in Customer Service, 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 Elements (or statements 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 Elements across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.

Element achievement record

Unit: D8 Work with Others to Improve Customer Service

Element: All PCs and K/U

Evidence Index No	Description of Evidence	Element 1						Element 2		Element 3				Knowledge & Understanding			
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	K1	K2	K3	K4
1	Observation	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		
2	Questions							✓	✓							✓	✓
3	Personal Statement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
4	Witness Statement	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓				
5	Minutes from team meetings	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓		✓

Unit: D8 Work with Others to Improve Customer Service

Element: All PCs and K/U

Notes/Comments
Robert has submitted a good range of evidence which meets evidence requirements and covers performance and knowledge and understanding for Unit D8. Evidence 5: minutes from meetings is stored on a memory stick, and is available for internal and external verification purposes. The minutes relate to meetings which were held on two different dates and which record progress of achievement in relation to improving customer service. I have viewed the minutes and am satisfied that they meet the evidence claimed.

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

Candidate's signature   *Robert Stewart*   **Date** *4th April*

Assessor's signature   *Helen Cameron*   **Date** *4th April*

Internal verifier's signature   *Helen Patel*   **Date** *21st April*

5 Further information

What else should I read?

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

Assessor/Verifier Units: assessment guidance

External Verification: A Guide for Centres

Guide to Assessment

Introduction to Assessment Arrangements for Schools and Colleges

SQA's Systems and Qualification Approval Guide

SQA's Quality Assurance Criteria

Operational Help Centre

Online Operational Help Centre at 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 xx **mandatory** Units and xx **optional** Units.

Unit Checklist

Mandatory										
Optional										

Mandatory Units achieved

Unit Number	Title	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	Element 1					Element 2		Element 3			Knowledge & Understanding			

Unit

Element

Notes/Comments

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

Candidate's signature _____ **Date** _____

Assessor's signature _____ **Date** _____

Internal verifier's signature _____ **Date** _____

Assessment plan

Units Elements					
Activities	Element/PC/ K&U	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units (PC and range)
Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review					

Assessor's signature   _____   **1st review due**   _____

Candidate's signature   _____   **2nd review due**   _____

Date of agreement   _____   **Date of completion**   _____

Personal statement

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

Candidate's signature _____ **Date** _____

Observation record

Unit/Element(s)/PC(s)	
Candidate	
Evidence index number	
Date of observation	

Skills/activities observed	Element/PC covered

Knowledge and understanding apparent from this observation

Other Units/Elements to which this evidence may contribute

Assessor comments and feedback to candidate

I can confirm the candidate's performance was satisfactory.

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____

Witness testimony

SVQ title and level	
Candidate name	
Evidence index no	
Where applicable, evidence number to which this testimony relates	
Element(s)/PC(s)	
Range	
Date of evidence	
Witness name	
Designation/relationship to candidate	
Details of testimony	

I can confirm the candidate's performance was satisfactory.

Witness's signature _____ **Date** _____

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

☐　　Holds L and D9D/L&9DI qualifications

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

Record of questions and candidate's answers

Unit	
Element(s)/PC(s)	
Evidence index number	

Circumstances of assessment

List of questions and candidate's responses

Q	
A	
Q	
A	
Q	
A	
Q	
A	
Q	
A	

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____