Candidate Guidance and Portfolio for the SVQ2 Contact Centre Operations SCQF level 5 and SVQ3 Contact Centre Operations SCQF level 6

Award Codes: GF05 22 and GF06 23

Candidate name:

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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 Standards setting body (SSB) which is made up of representatives from the industry or profession and it is the SSB'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 setting body for Contacts Centre Operations is CFA Business Skills @ Work.

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 time constraints for completion or 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 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 an SVQ?

All SVQs have a common structure and consist of standards which can be broken down into various parts:

Units and Elements	**Units** define the broad functions carried out in your particular job and are made up of a number of **Elements**. Each **Element** describes a specific work activity which you have to perform and may relate to skills or to the demonstration of Knowledge and Understanding.
Performance Criteria	The level and quality of how you should carry out these activities is determined by a number of statements called **Performance Criteria**. **Performance Criteria** are used to judge your competence.
Range/Scope Statements	A **Range Statement** tells you in what circumstances you must be able to prove your competence and allows you to demonstrate that you can carry out tasks in different circumstances. Items included in the Range Statements must not be treated as optional. **Range Statements** are also called **Scope** in some National Occupational Standards.
Evidence Requirements	The **Evidence Requirements** specify the amount and type of evidence which you will need to provide to your assessor to show that you have met the standards specified in the Performance Criteria and in all the circumstances defined in the Range Statements.
Knowledge and Understanding	The section on **Knowledge and Understanding** states what you must know and understand and how this knowledge applies to your job.

If you are not yet clear about how we define standards — just remember that the standards have been developed by experts within your industry or profession and that all candidates aiming for this particular SVQ are being assessed against the same standards.

You will find an example of an SVQ Unit overleaf.

An example of an SVQ Unit

CFACC1

Improve your personal effectiveness at work in a contact centre ← This is the **UNIT** title — it describes a role and task.

Overview

What this Unit is about

In contact centre work much learning and personal development results from on the job learning activities. In many contact centres you will be helped to develop and work with a personal development plan. You should also take some personal responsibility for your own development and take the initiative to use opportunities that arise to learn more about the job and the work involved. Some learning activities are organised away from the job and clearly contribute to your skills and understanding. Others involve new experiences within your work and rely on feedback which helps you to understand what is expected of you in your work. Teamwork is also a vital part of learning for you and your colleagues.

This standard is about the process of personal improvement while doing contact centre work.

Performance criteria

You must be able to:

This is the **ELEMENT** title. It describes part of the main role and task.

Participate in development activities to improve your personal effectiveness at work

1   Identify development activities available to you to improve personal performance.
2   Agree with a colleague who has responsibility for your development a programme of learning activities to support your contact centre work.
3   Take part in agreed personal development activities. ← **PERFORMANCE CRITERIA** set out the standard of performance you need to demonstrate consistently to claim competence in a particular **Element**.
4   Receive feedback after participating in learning activities.
5   Apply learning and feedback received in specific learning activities in the workplace.

Work with others in a contact centre team to improve your own performance

6   Identify how everyday work in a team leads to learning and personal development.
7   Participate in teamwork including new tasks that provide on-the-job learning opportunities.
8   Work with colleagues to identify learning and personal development resulting from on-the-job learning activities.
9   Receive feedback on your personal performance to plan further learning steps.

Assess your personal effectiveness and agree learning actions for improvement

10   Review your own strengths and weaknesses in skills and knowledge for contact centre work.
11   Identify strengths that you should build on and areas for development where you need support and guidance.
12   Agree learning actions you can take to tackle your priority learning and personal development activities in contact centre work.

Knowledge and Understanding

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

You need to know and understand:

a   Organisational procedures and guidelines for basic contact centre tasks.
b   Basic information about services and products offered or supported by the contact centre.
c   Outlines of regulations and legislation that impact on operations in the contact centre.
d   What off-the-job development activities are available and where to find them to improve your personal performance.
e   The importance of involving a colleague with authority when making personal development plans.
f   The importance of feedback when deciding on your learning needs and identifying progress in personal development.
g   Ways in which teamwork in your contact centre offers opportunities for learning and personal development.
h   Techniques for reviewing your own strengths and weaknesses in contact centre work.
i   How to establish priorities for your learning and personal development.
j   The reasons why actions on learning activities should be agreed with somebody with appropriate authority.

Evidence Requirements

To achieve this Unit you will need to ensure that your evidence covers all Performance Criteria and Knowledge and Understanding.

1   All evidence must be based on your performance at work.
2   You may collect the evidence for the Unit through work in a private sector organisation, a not-for-profit organisation or a public services organisation.
3   A 'colleague' must be at least one of the following:
     ♦ your manager
     ♦ your supervisor or team leader
     ♦ a colleague who has been assigned to help you learn
     ♦ your assessor
     ♦ your mentor
     ♦ someone from your training or HR department
4   You must provide evidence that you have participated in learning and development activities that have taken into account:
     ♦ information about the knowledge and skills relevant to your own contact centre role
     ♦ your own learning style preferences
     ♦ your workload
     ♦ the opportunities for learning and development available to you in your job role
5   Feedback received after participating in learning activities can be informal or formal but the personal development plan must be held on record and show agreement with the appropriate 'colleague'.

How are SVQs achieved?

When you consistently meet the standards described in the Elements 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).

The process of gaining an SVQ is flexible and depends on your needs. At the beginning of the process your assessor will review your existing competence in relation to the standards and identify the most suitable SVQ. The level you start at will depend on the type and breadth of your current job role together with your past experience, skills and any relevant prior learning.

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

♦ Demonstrate you meet the requirements of the Performance Criteria 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 will usually be someone who knows you, such as a manager or supervisor.

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 are SVQs 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 Criteria)**
♦ you understand why you are doing things **(Knowledge and Understanding)**
♦ you can apply the required skills in different ways

Assessment is flexible and you can be certificated for each Unit you successfully achieve, even if you do not complete the full SVQ. There is no set period of time in which you need to complete a Unit. However, you and your assessor should still set target dates for completing each Unit; otherwise your qualification could go on forever. Be realistic though, as there are many factors such as your previous experience, demands within your workplace and an availability of resources which will affect how quickly you are able to achieve the qualification.

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*	An experienced person in the same area of work as the candidate, eg supervisor.	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. Assist with planning assessments, giving feedback and recording candidate progress.
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. Systematically sample assessments to confirm the quality and consistency of assessment decisions.
Approved centres	Organisations approved by awarding bodies to co-ordinate assessment arrangements for SVQs.	Manage assessment on a day-to-day basis. Must have effective assessment practices and internal verification procedures. Must meet criteria laid down by awarding bodies and be able to provide sufficiently competent assessors and internal verifiers.

	Who are they?	**What is their role?**
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.

*Assessors and internal and External Verifiers are required to have occupational expertise in the SVQs which they are assessing/verifying. They must also have, or be working towards, an appropriate qualification in assessment and verification.

What is evidence?

To claim competence for an SVQ Unit you need to gather 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 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
♦ outcomes from questioning
♦ outcomes from simulation
♦ case studies
♦ assignments or projects
♦ Accreditation of Prior Learning (APL) — evidence from the past

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. It can also be produced in various formats, eg your own reports; testimonies from colleagues, supervisors or members of the public; projects; models; audio tapes, photographs; videos.

When you first begin your SVQ, you and your assessor should identify all the Units and Elements where you can use **integration of assessment**. Further details about integration of assessment can be found on page 12.

Demonstrating knowledge, understanding and skills

In order to meet the standards, you may also be required to prove Knowledge and Understanding. Each Unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in the performance evidence as one or all of the following:

♦ descriptions of why a particular approach was used
♦ personal reports about the learning process
♦ reflective reports which include how a theory or principle was applied
♦ assessment interviews
♦ assessment tests
♦ responses to questioning

These should be included in your portfolio.

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

For some Units, it will be clear to your assessor that you have the required knowledge and understanding from how you carry out your work. This is often referred to as *knowledge and understanding 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 Criteria during assessment. In these situations, your assessor may wish to assess your knowledge and understanding 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 and understanding by asking you to produce personal statements or to complete a project or assignment.

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

If you have previous work experience, skills, and knowledge and understanding 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.

For example, you may have achieved an HNC in a relevant subject in which case your assessor may feel that you already have some of the knowledge and understanding required for the SVQ.

The process of matching your previous experience and learning is often referred to as the Accreditation of Prior Learning (APL). The purpose of this process is to try and give you some credit towards your SVQ for things you can already do to the national standard. Your assessor judges the evidence available and matches it against the requirements of the SVQ. This means that your assessor should not have to assess you for these things all over again.

However, the success of this process depends on *you* telling *your assessor* what previous work experience or knowledge and understanding you have and how you think it is relevant to your SVQ. The more information you can supply to support your claims, the easier it should be to convince your assessor that you are competent.

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 appropriate.

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 Standard setting body (SSB's) view of what constitutes a realistic working environment. Some SSB's stipulate the specific elements which are suitable for this approach.

Integration of assessment

It is not necessary for you to have each Element assessed separately — doing so could result in assessment which takes too long and places too great a burden on you and your assessor.

There will be instances when you will be able to use one piece of evidence to prove your competence across different Elements or Performance Criteria. You may even find that evidence is relevant for different Units — this is called **integration of assessment**.

When you first begin 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 action 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 a single piece of evidence which satisfactorily covers all the Performance Criteria.

If you are going to integrate assessments, make sure that the evidence is cross-referenced to the relevant Units. Details of how to cross reference your evidence can be found in Section 2 'How to compile your portfolio'.

Section 2 — How to compile your portfolio (with worked examples)

General information

A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

The production of a well organised, clearly labelled portfolio which relates each piece of evidence to the relevant Outcomes and Performance Criteria requires a careful methodical approach. When your assessor looks through your portfolio, they will find the task of making judgements about your competence much easier if the information in it is presented in a logical sequence.

You will need to present your evidence in a format that is easy to read and in which materials can be added or taken away. This section gives suggestions on how to lay out and present your evidence and includes worked examples. There are also forms and matrices which will assist you to chart your progress through the award.

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

Assessment plan	**You and your assessor**
Collect evidence	**You and your assessor if observation/questioning is required**
Present evidence	**You and your assessor**
Reference acceptable evidence	**Assessor will judge evidence and give you feedback on which evidence meets the standards**
Record evidence in Element achievement record	**You**
Store evidence in portfolio	**You**

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. You do not have to do the Units in order. There may be some Units that relate to tasks which you carry out on a regular basis, therefore making it easier to collect evidence right away. Alternatively, 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.

Before you start looking for different kinds of evidence and deciding if they should be included in your portfolio, you will find it helpful to plan how you will carry out the tasks and how long they are going to take.

The plan is usually referred to as an '**assessment plan'**. It should be produced in discussion with your assessor and will set out the different stages in developing your portfolio. You will probably want to produce a plan for each Unit.

It is unlikely that you will be able to complete all of the Units straightaway and you should therefore think about starting with those Units where you have a lot of experience and in which you work well. You should also remember to identify any opportunities for **integration of assessment**.

We have provided you with a '**Unit progress record'** — see Example 2. 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. You can then circle the reference number of that Unit in the checkboxes at the top of the form so that you 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 disk 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* 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. Blank samples of these forms are provided in Section 4.

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

Title page
Contents checklist
Personal profile
Unit progress record
Completed Element achievement records
Index of evidence
Pieces of evidence
Glossary of terms
Standards

Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

Section	Completed	Page/Section number
Title page for the portfolio		
Personal profile		
Your own personal details		
A brief CV or career profile		
A description of your job		
Information about your employer/training provider/college		
Unit assessment plans		
Unit progress record		
Completed Element achievement records for each Unit		
Signed by yourself, your assessor and the internal verifier (where relevant)		
Evidence reference numbers included		
Index of evidence (with cross-referencing information completed)		
Evidence (with reference numbers)		
Observation records		
Details of witnesses (witness testimony sheets)		
Personal statements		
Products of performance		

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 choose which pieces of evidence you should include.

We have provided blank forms in Section 4 of this document, which you can photocopy to help you record and present your evidence. Although we have provided you with sample forms, your centre may have their own recording documents which they would prefer you to use.

Some of these forms, eg **observation records** and the **record of questions and answers** will be completed by your assessor. Other forms (**witness testimonies**) will be used by people other than your assessor to testify that they have observed you doing your job, and there is one for you to complete called a **personal statement**.

Explanations are given below about how and when these forms should be used.

Observation record — Example 5

The observation record is used by your assessor to record what tasks you have performed and to what standard. There is also a section for your assessor to note which other Units or Outcomes are covered by this evidence ('integration of assessment').

The assessor will discuss with you which Performance Criteria you have successfully achieved and give you feedback. This form should then be given a reference number and included in your portfolio as part of your evidence.

Witness testimony — Example 6

There may be occasions when your assessor is not available to observe you carrying out certain aspects of your job. In such instances, it may be appropriate for another person to comment about your performance by completing a statement called a 'witness testimony'.

Witness testimony should only be used as supporting evidence and should:

♦ be provided by a person, not related to you, who is in a position to make a valid comment about your performance, eg supervisor, line manager or possibly a client/customer
♦ contain comments which specifically relate your performance to the standards
♦ be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date

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.

Record of questions and candidate's answers — Example 7

This form is used to record any questions which your assessor may ask, to establish whether you have the required level of Knowledge and Understanding associated with each Unit. There is also space on the form for your answers to be noted.

Personal statement — Example 4

There will be times when you need to put a piece of your evidence in context for your assessor so that they can decide if it is relevant to your SVQ. You can complete personal statements to help you do this — these can relate either to the pieces of evidence or to each Outcome or Unit.

For example, you may refer to paperwork which is often used in your organisation to help you pass on information to a colleague. It may not be clear to an assessor why you are communicating to your colleague in this way and a brief explanation of the paperwork and why it is relevant to a particular part of your SVQ may be required.

A personal statement might also be used to record your experience of something, such as, how you handled a specific situation. This can be documented in your personal statement and should be a description of what you did, how you did it and why you did it. It will also allow you to include the people who were present and either assisted you or witnessed your actions. This, in turn, might identify who you should approach for 'witness testimony'. In your personal statement you could also refer to product evidence that you have produced (eg reports, notes, completed forms), these can also be included as evidence in your portfolio.

The personal statement can be a piece of evidence in itself and should therefore be included in your portfolio.

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.

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.

There may also be items of evidence which you cannot physically include in your portfolio. This might be for confidentiality reasons or it could be that something which you have produced as part of your day-to-day work is normally kept in a filing cabinet or stored electronically in a PC.

In compiling your portfolio, we suggest that anything you produce as part of your day-to-day work is kept in its normal location, but those pieces of evidence which have been produced specifically for your SVQ, eg witness testimony statements or personal statements, are filed in your portfolio.

However, assessors and verifiers should be able to locate and access your evidence at all times. It is, therefore, very important that you clearly reference every item of evidence.

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 and Elements which are linked to a specific piece of evidence. The links should be noted on the pieces of evidence themselves as well as on the index of evidence (cross-referencing).

How to complete the Index of evidence — Example 1

You should complete an index of evidence sheet and file it immediately before the actual pieces of evidence in your portfolio.

The index of evidence 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
♦ explaining where the evidence can be found in the third column

You must make sure that the information contained in the evidence index is accurate when you give your portfolio to your assessor, particularly in relation to where the evidence can be located.

Completing the Element achievement records — Example 3

There is an Element achievement record for every Element within this portfolio. These records have been designed to allow you to record the evidence you have gathered for each Element. Each record has boxes across it which represents the Performance Criteria, Evidence Requirements and Knowledge and Understanding statement, these will differ from Element to Element 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 Criteria, Knowledge and Understanding and Evidence Requirement that piece of evidence relates to. In the first box write the evidence index number you have given to that piece of evidence. In the second box give a brief description of the evidence, then tick against the relevant Performance Criteria, Evidence Requirements and Knowledge and Understanding.

Worked examples

To give you a clearer picture of how to compile your portfolio, you will find worked examples of the various 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.

Index of evidence — Example 1

SVQ title and level	SVQ2 Contact Centre Operations SCQF level 5

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Observation of the call handling process.	Yes	GW 4/12/XX
2	Product evidence.	No Held in CRM system as data entries and notes relating to the relevant call numbers noted in the observation.	GW 4/12/XX
3	Questioning related to the observation.	Yes recorded and held on computer.	GW 4/2/XX
4	Health and safety checklist.	Yes	
5	Assessment of a number of calls recorded over a period of time for training purposes.	No, but held on system under call numbers noted on assessment records.	
6	Professional discussion on the handling of a variety of calls including two difficult customers who had to be referred. Witness testimony in evidence 9 backs this. Product evidence to back this held on CRM system re evidence 7.	Yes, recorded and held on computer.	GW 11/2/XX
7	Customer feedback forms over a period of time directly related to Nicola's performance and that of her team.	No, held by team leader under KPIs.	
8	Copy of appraisal/personal development plan, with personal statement on how developed and improved own performance based on feedback.	Yes	GW 11/2/XX

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
9	Witness testimony from line manager on daily performance covering achievement of KPIs, feedback on performance and personal improvements made. Specific reference to certain calls discussed.	Yes witness testimony recorded and held on computer.	

Unit progress record — Example 2

Qualification and level	SVQ2 Contact Centre Operations SCQF level 5
Candidate name	Nicola Smith

Circle the reference numbers as you complete each Unit. You can then easily see what stage you have reached in your SVQ.

To achieve the whole qualification, you must pro... Units and **optional** Units.

Unit checklist — circle the reference number of ...h Unit as you complete it.

Mandatory	CFACC1	CFACC4				
Optional	CFACSA11	CFACC23	CFACC31	CFACC32	CFACSAA6	CFACC14

Mandatory Units — all Units should be completed

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
H12P 04	CFACC4	Comply With Relevant Health and Safety Procedures in a Contact Centre	S Jones	G Watson	28/4/20XX
H12S 04	CFACC1	Improve Your Personal Effectiveness at Work in a Contact Centre	S Jones	G Watson	30/5/20XX

This section of the form is for your assessor to sign each time you successfully achieve a Unit.

Optional Units — candidates must achieve xx of the following Units

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
FE2A 04	CFACSA11	Deal With Incoming Telephone Calls From Customers			
H11T 04	CFACC14	Deliver Customer Service Through a Contact Centre			

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
H11W 04	CFACC23	Communicate Information in Customer Contact Through a Contact Centre			
H11X 04	CFACC31	Provide Support Through a Contact Centre for Specified Services and/or Products	S Jones	G Watson	28/4/20XX
H120 04	CFACC32	Support Customers and Colleagues When Providing Contact Centre Services			
FE25 04	CFACSAA6	Process Information about Customers			

Element achievement record — Example 3

Unit title: Deliver Customer Service Through a Contact Centre

Element: 3 — Obtain and use information from customers to support customer service delivery through a contact centre

Evidence index no	Description of evidence	Performance Criteria/ performance statements					Areas of Knowledge and Understanding/ scope											
		13	14	15	16	17	a	b	c	d	e	f	g	h	i	j	k	l
1	Observation	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓			
2	Product evidence — data entries				✓													
3	Questioning		✓									✓	✓	✓	✓	✓	✓	
5	Assessment of recorded calls	✓	✓	✓			✓	✓	✓	✓	✓		✓					
6	Professional discussion													✓	✓	✓			✓
7	Customer																		✓
8	Appraisal and personal development plan with personal statement																		✓
	Witness testimony		✓		✓	✓												✓

These numbers relate to your Evidence Index and will allow your assessor to find your evidence easily.

As you collect your evidence for assessment you should tick the relevant boxes. There is a box which represents each Performance Criteria and Range in the Element.

Give a brief description of the evidence you are offering for assessment against each Performance Criteria, Range and piece of Knowledge and Understanding.

Candidates should enter which areas of Knowledge and Understanding that piece of evidence covers.

Candidate's signature _____   **Date** _____

Assessor's signature _____   **Date** _____

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

Element   Obtain and use information from customers to support customer service delivery through a contact centre

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Notes/comments

Nicola has obtained her evidence while working on the customer help desk. I observed her while handling calls on what was a busy morning following a new advertising campaign. I was also able to access her calls recorded for training purposes and through assessment of a number of those was able to confirm her competence over a period of time handling a number of different callers and their differing queries/requests. She followed all regulatory requirements and all organisational policies and procedures as she carried out her work.
Nicola always showed knowledge of the products and services.

The evidence here is used in other units/elements of the qualification.

Well done, Nicola.

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

Candidate's signature   _Nicola Smith_   **Date**   _8/2/XX_

Assessor's signature   _Susan Jones_   **Date**   _8/2/XX_

Internal verifier's signature   _Graeme Watson_   **Date**   _11/2/XX_

Personal statement — Example 4

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, Elements, PC, and Range covered
30/1/XX	8	I received an appraisal when I was with the company at the 3 month stage and one of my areas for improvement was on the length of time I took on calls and wrap up. I attended training on 'Time Control' and learnt a lot about how to control the call and be organised during the call, allowing me to be able to do my notes while speaking. I found this hard but the techniques I was taught helped and I soon saw my time KPIs being met. I also have become more confident as I have received positive feedback from customers a number of times and at my last appraisal I was congratulated on the improvements made and on my level of customer service. This has allowed me to feel confident to buddy and help my colleagues and to move into team leader roles when there is an absence or holiday to be filled.	6, 7, 9 and appraisal 8	Deliver Customer Service Through a Contact Centre PC 17 Improve your Personal Effectiveness at Work in a Contact Centre PC 1, 2, 3, 4, 5, 9 and 12

Candidate's signature   *Nicola Smith*   **Date**   *30/1/20XX*

Observation record — Example 5

Unit/Element(s)   *Deliver Customer Service Through a Contact Centre*

Candidate   *Nicola Smith*

Evidence index number   *1*

Date of observation   *1/12/20XX*

Skills/activities observed	PC covered
I observed Nicola at her desk taking incoming calls. She indicated it was a busy morning as there had been an article on the news about branch closures and many customers were calling regarding that. She answered a call introducing the organisation and her name following the organisational script for greeting customers. The customer (call no TC24067) started by telling her she had broken her credit card and didn't know what to do. She asked the caller her name and address and then was able to find her details on the system. Nicola explained she had some security questions to ask first of all and then could help. The caller answered them all correctly and then Nicola explained she would arrange for a new one to be sent out and when she could expect to receive it. She asked if there was anything else she could help with and as the caller said No, she closed the call and completed her notes, sending the card request on. The next call (TC24075) came in and she continued as before. This caller was calling for more information on the branch closures and Nicola had on her system information on the closures that she was able to use. The caller said he wanted his displeasure noted and she took his name and address and again asked security questions which he answered. Once she had these	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15 and 16

confirmed she noted why he had called and assured him his comments had been noted.	
Nicola continued answering calls as they came in. Her calls included one from a caller (TC24096) who started the call complaining about being on hold for so long waiting to get through. She apologised for that and worked well at calming the customer. She had a call on a lost card (TC24100) which she passed to the relevant department and another call regarding the branch closures. She had a variety of other calls — one from a customer (TC24106) who was going abroad and wanted to use his cards when he was away which she dealt with; one from a caller who had gone over his overdraft limit and wanted financial advice (TC24112) which she passed to another department as she does not have the authority to deal with this, and one from a caller who wanted information on Internet banking (TC24118) which she arranged to send out. She dealt with all calls clearly following organisational procedures and handling the customers in a calm and professional manner. She entered the details on the system promptly and in a way that gave the relevant correct information. Nicola operated in a safe and tidy manner and was conscious of the need to deal with all calls in a timely manner.	

Knowledge and understanding apparent from this observation

CFACC14 — Deliver Customer Service Through a Contact Centre
KU — a, b, c, d, e, g and i

Other Units/Elements to which this evidence may contribute
The observation also covered: CFACC4 — Comply with Relevant Health and Safety Procedures in a Contact Centre PC 2, 4, 5 and 9 CFACC23 — Communicate Information in Customer Contact Through a Contact Centre PC 1, 2, 3, 4 and 5 CFACC31 — Provide Support Through a Contact Centre for Specified Services and/or Products PC 1, 3, 4, 5, 6, 8, 9, 10, 14 and 15 CFACC32 — Support Customers and Colleagues When Providing Contact Centre Services PC 1 CFACSAA6 — Process Information about Customers PC 1a, 1b, 1c, 2b, 3a, 3b and 3c CFACSA11 — Deal with Incoming Telephone Calls from Customers PC 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3c, 3d, 3g, 3h and 3i

Assessor comments and feedback to candidate
You handled all the calls very professionally and your manner clearly indicated you were knowledgeable and confident. In all the calls I listened into the callers were satisfied with the service/advice given by you and the records/notes you updated were accurate. The observation covered a lot of the unit and you should now record the call numbers of any difficult calls, calls where you had to give a lot of advice, calls where there was an issue with authentication. I can then listen to them remotely and assess them. I have noted the numbers of the main calls today and noted the data relating to them can be accessed through these numbers. Well done, Nicola.

I can confirm the candidate's performance was satisfactory.

Assessor's signature   _Susan Jones_   **Date**   _1/12/20XX_

Candidate's signature   _Nicola Smith_   **Date**   _1/12/20XX_

Witness testimony — Example 6

SVQ title and level	SVQ2 Contact Centre Operations SCQF level 5
Candidate name	Nicola Smith
Evidence index no	9
Where applicable, evidence number to which this testimony relates	1/2/7/8/9/10
Element(s)	CFACC14 — Deliver Customer Service Through a Contact Centre Elements 1, 2 and 3 CFACC23 — Communicate Information in Customer Contact Through a Contact Centre Element 1 CFACC31 — Provide Support Through a Contact Centre for Specified Services and/or Products Elements 1, 2 and 3
Range	5/2/12
Date of evidence	8/4/2000
Witness name	James McIntosh
Designation/relationship to candidate	Team Leader Customer Service Help Desk
Details of testimony	*I have worked with Nicola over the last year. She has very efficiently handled a variety of calls as they have come into her and has met her required KPIs. She recently handled a call about a customer who could not access her account and could not give any details regarding authentication. I listened to the call remotely and was very pleased that she complied with all organisational requirements regarding this and did not give in to the customer. She was able to calm the customer and have her query escalated to the relevant department. She recorded all the details of the call accurately. The feedback from the other department was that the customer wanted to apologise for her bad temper and thank her for her patience. Feedback on Nicola has always been positive but we have had to work on the length of time she spends with customers.*

	This she has been working on and her last appraisal showed reports detailing an improvement in the time spent on each call.
	I also have listened to other calls and she also handled a call from a customer whose husband had died and who was very upset. She required information regarding his account but had little detail. Nicola explained the information that would be required but suggested she be put through to the relevant department to speak to someone who could possibly help with some things immediately. She handled the call in a supportive but competent manner.
	Nicola reads the organisation's Intranet regularly and often comes up with suggestions. She is a good team member and is supportive of colleagues.

I can confirm the candidate's performance was satisfactory.

Witness's signature *James McIntosh*   **Date** *5/2/20XX*

Witness (please tick the appropriate box):

☐   Holds L and D Unit 9D/9D1, A1/A2 or D32/D33 qualifications

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

Record of questions and candidate's answers — Example 7

Unit	Deliver Customer Service Through a Contact Centre
Element(s)	3 — Obtain and use information from customers to support customer service delivery through a contact centre
Evidence index number	3
Circumstances of assessment	

Questions were asked orally and recorded. They related to an observation carried out that day.

List of questions and candidate's responses	
PC14	
Q	Give me an example of active listening you used today to identify precisely your customer's queries or requests.
A	*I made sure I acknowledged what they were saying. I said yes, no when appropriate so they would know I was listening. I also repeated things to make sure I had heard correctly and they understood.*
Questioning to cover KU	
Q	Give me an example of how you questioned callers ensuring you established a rapport.
A	*I always make sure the caller has my name and I only ask relevant questions so that I do not annoy them by questioning them too much. I show interest and only ask closed question when I need to confirm something. I make sure I always check their understanding and give them the chance to ask me questions and time to answer.*

Q	Why is it important to check the customer understands what you are saying?
A	*To make sure there are no mistakes and they leave the call clearly knowing what is being done and has been agreed.*
Q	What are the issues you are able to deal with?
A	*I am able to deal with a number of queries, eg getting pin numbers sent out, changing customer details, referring calls to lost or stolen cards dept. I can't deal with anything where financial advice is needed.*
Q	Why is it important to close the call in a professional way?
A	*It means the customer leaves satisfied that their needs or expectations have been met or where they haven't, that they understand why. A happy caller will return but an unhappy one will complain or not use us again. Our customers expect us to be professional and that means that they call off feeling we have done everything we can for them.*
Q	Where do you get information that updates your knowledge?
A	*From the Intranet and through company training. We also get daily updates.*
Q	What is the company procedure on how to record customer contacts and feedback?
A	*All contact and feedback needs to be recorded and all records are kept according to the data protection requirements and are confidential. Feedback is sent to the team leader who records it in a particular area of the system and analyses it.*

Assessor's signature   *Susan Jones*   **Date**   *1/12/XX*

Candidate's signature   *Nicola Smith*   **Date**   *1/12/XX*

Section 3 — The Units and recording documents for your SVQ

Unit progress record

Qualification and level	
Candidate's name	

Please note the table below shows the SSB 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. SSB identification codes are **not valid** in these instances.

SVQ2 Contact Centre Operations SCQF level 5

To achieve the SVQ2 in Contact Centre Operations at SCQF level 5, you must complete **eight Units**, of which:

1   **Two Units** must be completed from **Group A: Mandatory Units.**

2   **Three Units** must be completed from **Group B: Contact Centre Units.**

3   A further **three Units** must be completed from either **Group B: Contact Centre Units and/or Group C: Optional Units.**

4   At least **five Units** must be at **SCQF level 5 or above.**

5   **No more than two IT Units** may be taken from Units (ESKEML1 or ESKEML2), (ESKUCT1 or ESKUCT2), (ESKICF:FS1 or ESKICF:FS2), (ESKINT1 or ESKINT2).

6   You may take one or other Unit from CFACSB7 and ESKBS2 but not both.

Unit checklist — circle the reference number of each Unit as you complete it.

Mandatory	CFACC4	CFACC1				
Optional	CFACC9	CFACC14	CFACC19	CFACC23	CFACC31	CFACC32
	CFACC38	ESKEML1	ESKUCT1	ESKICF:FS1	ESKINT1	CFACSD6
	CFAS7.3	ESKWP2	CFACSB7	CFACSA11	CFACSA5	CFACSB8
	CFACSC3	CFACSAA6	CFACSC4	CFACSD5	CFACSA4	CFACSD4
	CFACSF2	CFAMLD1	ESKEML2	ESKUCT2	ESKBS2	ESKINT2
	ESKICS:FS2	CFAS7.6	CFAS2.1	CFAS8.1	CFACSC7	CFACSD8

Mandatory Units — all Units should be completed

Group A — Mandatory Units

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
H12P 04	CFACC4	Comply with Relevant Health and Safety Procedures in a Contact Centre			
H12S 04	CFACC1	Improve Your Personal Effectiveness at Work in a Contact Centre			

Group B — Contact Centre Optional Units

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
H11S 04	CFACC9	Use Systems and Technology During Customer Contact in a Contact Centre			
H11T 04	CFACC14	Deliver Customer Service Through a Contact Centre			
H11V 04	CFACC19	Carry out Direct Sales Activities in a Contact Centre			
H11W 04	CFACC23	Communicate Information in Customer Contact Through a Contact Centre			
H11X 04	CFACC31	Provide Support Through a Contact Centre for Specified Services and/or Products			
H11Y 04	CFACC38	Deal with Incidents Through a Contact Centre			

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
H120 04	CFACC32	Support Customers and Colleagues When Providing Contact Centre Services			

Group C — Optional Units

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
F9A3 04	ESKEML1	Using Email 1			
F9A6 04	ESKUCT1	Using Collaborative Technologies 1			
F99W 04	ESKICF:FS1	IT Communication Fundamentals 1			
F99Y 04	ESKINT1	Using the Internet 1			
FE2N 04	CFACSD6	Develop Your Own Customer Service Skills Through Self-Study			
H121 04	CFAS7.3	Sell Products or Services Over the Telephone			
F9D7 04	ESKWP2	Word Processing Software 2			
FE20 04	CFACSB7	Deal with Customers Using Bespoke Software			
FE2A 04	CFACSA11	Deal with Incoming Telephone Calls From Customers			
F942 04	CFACSA5	Promote Additional Services or Products to Customers			
F944 04	CFACSB8	Maintain Customer Service Through Effective Handover			
F941 04	CFACSC3	Resolve Customer Service Problems			
FE25 04	CFACSAA6	Process Information about Customers			

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
FE2D 04	CFACSC4	Deliver Customer Service to Difficult Customers			
FE2M 04	CFACSD5	Buddy a Colleague to Develop Their Customer Service Skills			
F940 04	CFACSA4	Give Customers a Positive Impression of Yourself and Your Organisation			
FE2L 04	CFACSD4	Support Customers Using On-line Customer Services			
FE1N 04	CFACSF2	Follow the Rules to Deliver Customer Service			
FD3H 04	CFAMLD1	Develop Productive Working Relationships with Colleagues			
F9A4 04	ESKEML2	Using Email 2			
F9A7 04	ESKUCT2	Using Collaborative Technologies 2			
F9AP 04	ESKBS2	Bespoke Software 2			
F9A0 04	ESKINT2	Using the Internet 2			
F99X 04	ESKICS:FS2	IT Communication Fundamentals 2			
H122 04	CFAS7.6	Handle Objections and Close Sales			
H123 04	CFAS2.1	Prioritise Information for Sales Planning			

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
H124 04	CFAS8.1	Input and Access Sales Data in Your Organisation's Information System			
FE2G 04	CFACSC7	Process Customer Service Complaints			
FE36 04	CFACSD8	Work with Others to Improve Customer Service			

SVQ3 Contact Centre Operations SCQF level 6

To achieve the SVQ3 in Contact Centre Operations at SCQF level 6, you must complete **nine Units**, of which:

1   **Two Units** must be completed from **Group A: Mandatory Units.**

2   **Four Units** must be completed from **Group B: Contact Centre Units.**

3   A further **three Units** must be completed from either **Group B: Contact Centre Units and/or Group C: Optional Units.**

4   At least **six Units** must be at **SCQF level 6 or above.**

5   You may take one or other Units from CFACSB7 and ESKBS3 but not both.

Unit checklist — circle the reference number of each Unit as you complete it.

Mandatory	CFACC4	CFACC2				
Optional	CFACC19	CFACC38	CFACC32	CFACC5	CFACC10	CFACC15
	CFACC20	CFACC24	CFACC27	CFACC35	CFACC39	CFACC16
	CFACC21	CFACC26	CFACC33	CFACSD6	CFACSB7	CFACSB8
	CFACSD5	CFACSD4	CFAMLD1	ESKEML2	ESKUCT2	ESKINT2
	ESKICF:FS1	CFACSC7	CFACSD8	ESKBS3	CFAS4.1	CFAS7.6
	CFAS2.9	CFAMLA2	CFAMLC1	CFAMLD5	CFAMLF17	CFAMLB11
	CFAMLD10	CFAMLD11	CFACSB10	CFACSD11	CFACSD12	CFACSD13
	CFACSA16	CFACSC8	CFACSA17	CFAMLF18	CFAMLF19	CFAMLB5

Group A — Mandatory Units

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
H12P 04	CFACC4	Comply with Relevant Health and Safety Procedures in a Contact Centre			
H125 04	CFACC2	Seek Opportunities to Develop Your Own Personal Effectiveness At Work in a Contact Centre			

Group B — Contact Centre Optional Units

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
H11V 04	CFACC19	Carry out Direct Sales Activities in a Contact Centre			
H11Y 04	CFACC38	Deal with Incidents Through a Contact Centre			
H120 04	CFACC32	Support Customers and Colleagues When Providing Contact Centre Services			
H126 04	CFACC5	Monitor Health and Safety Procedures in a Contact Centre			
H127 04	CFACC10	Support Team Use of Contact Centre Systems and Technology			
H128 04	CFACC15	Supervise Customer Service Activities in a Contact Centre Team			
H129 04	CFACC20	Lead Direct Sales Activities in a Contact Centre Team			

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
H12A 04	CFACC24	Communicate Information to Customers in Different but Familiar Contexts Through a Contact Centre			
H12B 04	CFACC27	Contribute to Performance Management in a Contact Centre			
H12C 04	CFACC35	Contribute to Resource Plan Development in Contact Centre Operations			
H12D 04	CFACC39	Manage Incidents Referred to a Contact Centre			
H12E 04	CFACC16	Manage Customer Service Delivery in a Contact Centre			
H12F 04	CFACC21	Monitor and Oversee Direct Sales Activities in a Contact Centre			
H12G 04	CFACC26	Co-ordinate Customer Communication Processes in a Contact Centre			
H12H 04	CFACC33	Review and Maintain Customer Support Operations in a Contact Centre			

Group C — Optional Units

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
FE2N 04	CFACSD6	Develop Your Own Customer Service Skills Through Self-Study			
FE20 04	CFACSB7	Deal with Customers Using Bespoke Software			
F944 04	CFACSB8	Maintain Customer Service Through Effective Handover			
FE2M 04	CFACSD5	Buddy a Colleague to Develop Their Customer Service Skills			
FE2L 04	CFACSD4	Support Customers using Online Customer Services			
FD3H 04	CFAMLD1	Develop Productive Working Relationships with Colleagues			
F9A4 04	ESKEML2	Using Email 2			
F9A7 04	ESKUCT2	Using Collaborative Technologies 2			
F9A0 04	ESKINT2	Using the Internet 2			
F99W 04	ESKICF:FS1	IT Communication Fundamentals 1			
FE2G 04	CFACSC7	Process Customer Service Complaints			
FE36 04	CFACSD8	Work with Others to Improve Customer Service			
F9AR 04	ESKBS3	Bespoke Software 3			
H12J 04	CFAS4.1	Lead a Sales Team			
H122 04	CFAS7.6	Handle Objections and Close Sales			
H12K 04	CFAS2.9	Contribute to the Development of New Products and Services			
DR67 04	CFAMLA2	Manage your Own Resources and Professional Development			

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
FM4N 04	CFAMLC1	Encourage Innovation in Your Team			
FM52 04	CFAMLD5	Allocate and Check Work in Your Team			
FM62 04	CFAMLF17	Manage the Delivery of Customer Service in Your Area of Responsibility			
FM4L 04	CFAMLB11	Promote Equality of Opportunity, Diversity and Inclusion in Your Area of Responsibility			
FM55 04	CFAMLD10	Reduce and Manage Conflict in Your Team			
F2H2 04	CFAMLD11	Lead Meetings			
FE31 04	CFACSB10	Organise the Delivery of Reliable Customer Service			
FE3A 04	CFACSD11	Lead a Team to Improve Customer Service			
FE3C 04	CFACSD12	Gather, Analyse and Interpret Customer Feedback			
FE3D 04	CFACSD13	Monitor the Quality of Customer Service Transactions			
FE2Y 04	CFACSA16	Build a Customer Service Knowledge Set			
FE3P 04	CFACSC8	Handle Referred Customer Complaints			
FE3G 04	CFACSA17	Champion Customer Service			
FM63 04	CFAMLF18	Prepare Sales Proposals and Deliver Sales Presentations			

SQA Unit Number	SSB Unit Number	Title	Assessor	Internal Verifier	Date
FM64 04	CFAMLF19	Sell Products/ Services to Customers			
FM4J 04	CFAMLB5	Provide Leadership for Your Team			

Glossary of terms

Advisor
A person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. A mentor might also provide witness testimony.

Assessment
The process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria.

Authentication
The process by which an advisor or assessor confirms that an assessment has been undertaken by a candidate and that all regulations governing the assessment have been observed.

Candidate
The person enrolling for an SQA qualification.

Centre
The college, training organisation or workplace where SQA qualifications are delivered and assessed.

Element of competence
Statements which define the products of learning. The statements describe the activities that the candidate needs to perform in order to achieve the Unit. They contain Performance Criteria and sometimes statements on Range and evidence. (see Outcome).

Evidence
Materials the candidate has to provide as proof of his or her competence against specified Performance Criteria.

Evidence Requirements
Specify the evidence that must be gathered to show that the candidate has met the standards laid down in the Performance Criteria.

External verifier
The person appointed by the SQA who is responsible for the quality assurance of a centre's provision. An External Verifier is often appointed on a subject area basis or for cognate groups of Units.

Instrument of Assessment
A means of generating evidence of the candidate's performance.

Internal verifier
The person appointed from within the centre who ensures that assessors apply the standards uniformly and consistently.

Observation
A means of assessment in which the candidate is observed carrying out tasks that reflect the Performance Criteria given in Outcomes.

Outcome	Statement which defines the products of learning. They describe the activities the candidate has to perform to achieve the Unit, and contain Performance Criteria and sometimes, statements on Range and evidence (see Elements of Competence).
Performance Criteria	Statements which describe the standard to which candidates must perform the activities which are stated in the Outcome.
Portfolio	A compilation of evidence which can form the basis for assessment. The portfolio is commonly used in SVQ awards and in alternative routes to assessment such as APL and credit transfer.
Product evaluation	A means of assessment which enables the quality of a product produced by the candidate, rather than the process of producing it, to be evaluated.
Range/Scope	A statement in the Unit which specifies the different contexts in which the activities described in the Outcome have to be demonstrated. Where they appear, Range/Scope Statements are mandatory.

Units for the SVQ2 Contact Centre Operations SCQF level 5

The Units for this award are available to download from SQA's website.

Units for the SVQ3 Contact Centre Operations SCQF level 6

The Units for this award are available to download from SQA's website.

Section 4 — Blank recording forms

This section consists of the blank forms referred to in Section 2 for you to photocopy. You may find these useful when compiling your portfolio.

Portfolio title page

Your name	
Job title	
Name of employer/ training provider/ college	
Their address	
Telephone number	
SVQ	
Level	
Units submitted for assessment	
Mentor's name	
(Please provide details of mentor's experience)	

Assessor's signature _____ **Date** _____

Personal profile

Name	
Address	
Postcode	
Home telephone	
Work telephone	
Job title	

Relevant experience

Description of your current job	
Previous work experience	
Qualifications and training	
Voluntary work/interests	

Personal profile (cont)

Name of employer/training provider/college	
Address	
Postcode	
Telephone number	
Type of business	
Number of staff	
Structure of organisation (include chart or diagram if available)	

Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

Section	Completed	Page/Section number
Title page for the portfolio		
Personal profile		
Your own personal details		
A brief CV or career profile		
A description of your job		
Information about your employer/training provider/college		
Unit assessment plans		
Unit progress record		
Completed Element achievement records for each Unit		
Signed by yourself, your assessor and the internal verifier (where relevant)		
Evidence reference numbers included		
Index of evidence (with cross-referencing information completed)		
Evidence (with reference numbers)		
Observation records		
Details of witnesses (witness testimony sheets)		
Personal statements		
Products of performance		

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)

Personal statement

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

Candidate's signature _____   **Date** _____

Observation record

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

Skills/activities observed	**PC and Range 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** _____

Witness testimony

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

I can confirm the candidate's performance was satisfactory.

Witness signature _____ **Date** _____

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

☐ Holds L and D Unit 9D/9D2, A1/A2 or D32/D33 qualifications

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

Record of questions and candidate's answers

Unit	
Element(s)	
Evidence index number	

Circumstances of assessment

List of questions and candidate's responses

Q	
A	
Q	
A	
Q	
A	
Q	
A	
Q	
A	

Assessor's signature _____ **Date** _____

Candidate's signature _____ **Date** _____