



CANDIDATE GUIDANCE

ACHIEVING NATIONAL VOCATIONAL QUALIFICATIONS

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The Technical and Vocational Education and Training (TVET) Council

The Technical and Vocational Education and Training (TVET) Council is the awarding body for National Vocational Qualifications (NVQs) in Barbados.

This pack tells you about NVQs - how they are assessed and how you can achieve them. It also provides you with a set of forms to help you track and record your progress.

Your Centre and Assessor will provide you with the support needed to guide you through the assessment process.

INDEX

Contents

	Section Page No.
Section 1	National Vocational Qualifications
	1
1.0	What are NVQs?
1.1	What can an NVQ do for you?
1.2	Who are the NVQs for?
1.3	What is the structure of an NVQ?
Section 2	NVQ Assessment
	6
2.0	How are NVQs achieved?
2.1	How are NVQs assessed?
2.2	Who does what in NVQs
2.3	What is evidence?
2.3.1	How much evidence is needed?
2.3.2	How can knowledge, understanding and skills be demonstrated?
2.3.3	How will my assessor check that I have the knowledge and understanding listed in the standards?
2.3.4	What if I have previous experience and knowledge and understanding from work and other qualifications?
2.3.5	When can simulation be used?
2.3.6	Integration of assessment
Section 3	How to Compile your Portfolio (including worked examples)
	15
3.0	General information
3.1	Planning your portfolio
3.2	Starting your portfolio
3.3	Collecting your evidence
3.3.1	Observation Record
3.3.2	Witness Testimony
3.3.3	Recording Knowledge Assessment and Candidate Answers
3.3.4	Personal Statement
3.3.5	Professional Discussion
3.3.6	Record of Evidence other than observation
3.4	Presenting your evidence
3.5	Referencing your evidence
3.5.1	How to complete the index of evidence
3.5.2	Completing the evidence achievement records
3.6	Final note
3.7	Worked Examples

Section 4	Recording Forms	59
	Portfolio title page	
	Contents checklist	
	Personal profile	
	Index of evidence	
	Summary of achievement – unit progress record	
	Unit assessment plan	
	Observation evidence Record	
	Witness testimony	
	Professional Discussion	
	Evidence achievement records A - C	
	Personal statement	
	Unit feedback summary sheet	
	Assessor and Internal Verifier (Assessment Team) Sample Signature List	
	Witness Signature List	
	Record of evidence other than direct observation and questioning (e.g. work product, assignments, projects, case histories and personal statements)	
	Self assessment and personal action plan	
	Record of knowledge assessment questions and candidate’s answers	
Section 5	APPENDICIES	82
	Explanation of NVQ Levels	
	Example of Portfolio Contents Checklist	

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- Association of Accounting Technicians. Portfolio Guidance of AAC's
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- Exemplar materials - Centre Su Dance version 2003

SECTION 1

National Vocational Qualifications

NATIONAL VOCATIONAL QUALIFICATIONS

1.0 What are NVQs?

NVQs are work-based qualifications, which assess the skills and knowledge people need to perform their job role effectively.

For each industry sector there is an Industry Lead body, which consists of representatives from the industry or profession.

NVQs are available, initially at three levels, each of which reflects the level of skills, knowledge and degree of autonomy required for effective performance. Level 1 comprises a varied range of work activities, most of which may be routine or predictable, while level 3 involves complex tasks, personal autonomy and responsibility and the allocation of resources.

NVQs are open to all. There are no entry requirements, no prescribed methods of delivery and no time or age limits. You can be assessed against either a particular unit or against the full NVQ.

1.1 What can an NVQ do for you?

NVQs offer you the chance to develop and demonstrate your knowledge, skills and abilities, whether you are:

- a volunteer
- looking to start work
- already in a job
- changing your career

1.2 Who are the NVQs for?

The NVQs are intended for people working or training to work in industry, whether in the public, private or voluntary sector. The key purpose of the standards is:

- *for employers* – to provide competent, well-trained staff as a means of enhancing the effectiveness of the industry.

1.2 Who are the NVQs for?../Continued

- *for individuals* – to recognise actual work performance and offer qualifications which are nationally recognised and to develop skills, knowledge and understanding to enable effective performance.

Access is not restricted to those who are in current employment. Candidates may be in full or part-time education or training with access to assessment in the workplace, or through a realistic working environment.

This guidance has been produced to assist with the delivery and assessment of Levels 1 – 3.

LEVEL 1 assesses competence in the performance of a range of varied work activities in the respective sector, most of which may be routine or predictable.

LEVEL 2 assesses competence in a significant range of varied work activities in the respective industry, performed in a variety of contexts. Some of the activities are complex or non-routine and there is some individual responsibility or autonomy. Collaboration with others through membership of a work group or team may often be a requirement.

LEVEL 3 assesses competence in a broad range of complex and technical work activities in a wide variety of contexts and with a substantial degree of autonomy. Responsibility for the work of others and the allocation of resources are often a requirement.

1.3 What is the structure of an NVQ?

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

<ul style="list-style-type: none">▪ units →▪ elements →	<p>Units define the broad functions carried out in your particular job role 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.</p>
<ul style="list-style-type: none">▪ performance criteria →	<p>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.</p>
<ul style="list-style-type: none">▪ range statements →	<p>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 statement must not be treated as optional.</p>
<ul style="list-style-type: none">▪ knowledge and understanding →	<p>The section on knowledge and understanding states what you must know and understand, and how this knowledge applies to your job.</p>
<ul style="list-style-type: none">▪ evidence requirements →	<p>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 circumstances (competence) defined in the evidence of achievement.</p>

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

You will find an example of an NVQ Unit from Customer Service Level 2 – *Unit 2 Deliver Reliable Customer Service*, overleaf.

1.3 What is the structure of an NVQ? .../Continued

The Structure

NVQ – Job role or function

Units – Describes a part of the main role or task

Elements – each element describes competent performance

Performance Criteria – Sets out what the person has to do to be competent

Range - Circumstances in which the job is performed. It adds the context in which you perform

Knowledge and Understanding - What a person needs to know, understand and apply to their job role

Evidence Requirements – provides guidance in evidence collection to satisfy the requirements of the element

An Example

NVQ: *Customer Service Level 2*

Unit 2: Deliver Reliable Customer Service

Element 2.2: Give consistent service to customers

PC 1: Make realistic commitments to your **customers** regarding products or services during **service** delivery.

PC 2: Make extra efforts to keep your commitments to your customers.

A: *Customers who:*

- have clearly stated needs
- are not clear about their needs and expectations
- are unhappy with the level of service being provided

1.: What are your customers' rights

2.: What are the organisational procedures and systems for delivering customer service

Performance Evidence

You must prove that you:

- a. Consistently follow the steps of preparing, delivering and checking customer service
- b. Have worked with different customers who have different needs and expectations

As well as providing routine delivery of customer service, you need to include evidence which relates to:

- c. Busy periods
- d. Quiet periods
- e. Times when people, systems or resources have let you down
- f. Working with colleagues

SECTION 2

NVQ Assessment

2.0 How are NVQs achieved?

When you consistently meet the standards described in the elements and show that you have the required skills and knowledge across the range, then you can claim that you are *competent* in each unit. You can claim certification for single units or whole awards. Your claim to competence is registered through the awarding body, the Technical and Vocational Education and Training (TVET) Council.

The process of gaining an NVQ is flexible and depends on your needs. At the outset the centre's advisor or assessor reviews your existing competence in relation to the standards in order to identify the most suitable type and level of NVQ. This depends on the type and breadth of your job role plus your experience and skills. To qualify for an NVQ, or a unit of an NVQ, you must:

- ✓ demonstrate that you meet the requirements of the performance criteria by collecting appropriate evidence **as illustrated by the evidence requirements**. This evidence is assessed against the national standards by a qualified assessor who works within the vocational area.

Evidence may come from:

- **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 programme whether at or away from the place of work¹ ; and/or a combination of these.

¹ Subject to the specifications set out in the Assessment Strategy for the NVQ

2.1 How are NVQs assessed?

Assessment is based on what you can do and involves you the candidate, the assessor, the internal verifier and external verifier. You will be asked to show that you are competent by providing evidence that:

- you can perform the task consistently to the required standard (*performance criteria*)
- you understand why you are doing things (*knowledge and understanding*)
- you can apply the skills in different situations (*range*).

Assessment is flexible and you will be awarded a certificate for all units you achieve even if you do not complete a full NVQ. There is no specific period of time required to complete a unit or NVQ. The time you take depends on your previous experience and how quickly you progress.

To achieve an NVQ or a unit of an NVQ, you must demonstrate that you can perform the job or task competently. Your starting point for collecting evidence is to look at your previous experience and achievements and relate these to the standards. This is done with the guidance of your assessor.

2.2 Who does what in NVQs?

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

<i>Who are they</i>		<i>What is their role?</i>
Candidates	The person who wants to achieve the NVQ – in this case, you	Need to show they can perform to national occupational standards in order to be awarded an NVQ or unit(s)
Assessors*	An experienced person in the same area of work as the candidate e.g., supervisor	Judge the evidence of a candidate's performance, knowledge and understanding against the national standards. Decide whether the candidate has demonstrated competence
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 NVQs	Manage assessment on a day-to-day basis Must have effective assessment practices and internal verification procedures Must meet criteria laid down by TVET Council and be able to provide sufficiently competent assessors and internal verifiers
External Verifiers*	Individuals appointed by the awarding body to ensure that standards are being applied uniformly and consistently across all centres offering the NVQ	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 NVQs

*Assessors and Internal and External Verifiers are required to have occupational expertise in the NVQs which they are assessing/verifying. They must also have attended appropriate training in NVQ assessment and verification provided by the TVET Council.

2.3 What is evidence?

To claim competence for an NVQ unit you need to gather evidence that you can meet the standards. Evidence is usually put together in a **portfolio** and shown to an assessor. Your Assessor will normally be someone who knows you, e.g. your tutor, manager, supervisor or a senior colleague. It is important that your evidence is easily understood so that it can be checked against the standards of the NVQ, by both your assessor and the Awarding Body. Evidence can come from a number of sources including employment; voluntary work, training programmes and interests, and can take many forms including:

- video/audio recordings
- photographs
- direct observation of your performance by the assessor
- examination of products
- questioning
- authenticating statement
- personal statements/self-reporting/candidate explanation
- reflective account
- professional discussion/extended questioning
- simulation
- case studies
- assignments or projects

These may be supplemented by appraisal reports, references, witness testimonies or records of questioning by the assessor.

2.3.1 How much evidence is needed?

Knowledge evidence can also be demonstrated in various ways. For example, evidence can be taken from your performance – the way that you complete a task or carry out your work shows that you know how to do something – and your assessor can add to this by asking questions. Competence is also about understanding, knowing why you should do something, and what might happen if things went wrong. In particular NVQs require you to deal with ‘contingencies’ – things that do not happen often, but can cause problems when they do.

2.3.1 How much evidence is needed?../continued

So you will need to demonstrate this e.g. through taking part in a simulated exercise where appropriate, answering questions, or through preparing assignments.

It is important that your evidence is:

- **Valid** – the evidence must demonstrate that you did perform to the standard. It must be of a nature which enables the assessor to infer your competence as described in the standard
- **Authentic** – the evidence must be your work as an individual and not someone else's or a group's. The assessor may require confirmation of this from your tutor or professional colleagues
- **Reliable** – it reflects your normal level of ability
- **Current** – it must usually be not more than 2 years old
- **Sufficient** – it must cover all the performance and knowledge requirements laid down in the standards

Your evidence can come from any source, including activities that you perform outside work, for example part time or voluntary work may provide you with valuable evidence. It can also be in various 'formats' – photographs, videos, projects, your own reports, testimony from colleagues or supervisors or a member of the public. You should check your evidence carefully before deciding whether or not you can use it for your NVQ.

2.3.2 How can knowledge, understanding and skills be demonstrated?

The assessment of knowledge, understanding and skills should be an integral part of evidence collection and portfolio building. 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:

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

These should be recorded in your Portfolio.

2.3.3 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 achievement criteria and evidence of achievement 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.

Your Assessor could also check that you have the required level of knowledge and understanding by asking you to produce personal statements or to complete a project or assignments.

2.3.4 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 NVQ, you should tell your assessor since some consideration may be given to this experience for demonstration of competence. 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 a vocational or professional qualification in a relevant subject in which case your assessor may feel that you already have some of the knowledge and understanding required for the NVQ.

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 NVQ. The more information you can supply to support your claims, the easier it should be to convince your assessor that you are competent.

2.3.5 When can simulation be used?

Throughout your NVQ, 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. Examples might be where your NVQ requires you to carry out emergency or contingency procedures, for safety or confidentiality reasons or if your job role does 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, i.e. so that it is a **realistic working environment**.

You and your assessor should check the standards carefully, to determine the Lead Body's view, for the respective sector, of what constitutes a realistic working environment. This information will be found in the Assessment Strategy for the NVQ.

2.3.6 Integration of assessment

It is not necessary for you to have each achievement criterion 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 achievement criteria. You may even find that evidence is relevant for different units – this is called integration of assessment.

When you first begin your NVQ, 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 achievement 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 3 *'How to compile your portfolio.'*

SECTION 3

How to Compile Your Portfolio (with worked examples)

3.0 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 achievement criteria requires a careful methodical approach. When your assessor looks through your portfolio, he/she will find the task of making judgments about your competence much easier if the information 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 layout 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 organization where you are undertaking your qualification, the assessor and so on.

3.1 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.

3.1 Planning your portfolio.../Continued

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. A sample **assessment plan** is provided (Example 8). The assessment plan may be supported by the Self Assessment And Personal Action Plan (Example 19) which helps in the assessment.

Each time you meet with your assessor, it is useful to refer to your assessment plan as it will allow you to check your overall progress. You may want to include copies of your assessment plans in your portfolio to show how you progressed through your qualification.

It is unlikely that you will be able to complete all of the units straight away 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**.

Plan the coverage of performance criteria and range for the tasks that you perform in the normal course of your work.

We have provided you with a Summary Achievement – Unit Progress Record; - (Example 7). Each time you complete a unit, you should record this on the form and 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 recording documents have been completed correctly and can easily be located. This form provides at a glance what stage you are at in your NVQ.

3.2 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 or training institution (see example 1-3). Blank samples of these forms are provided in Section 4.

3.2 Starting your portfolio.../Continued

We recommend that you compile your portfolio as follows and that it includes at least the mandatory information as indicated in the table below. Those in the optional information may be included but records of those marked with the asterisk (*) will need to be kept for Internal and/or External Verification.

SECTION	MANDATORY INFORMATION	OPTIONAL INFORMATION
<p>Section One - General Information</p>	<ul style="list-style-type: none"> ❖ Title Page (Example 1) ❖ Contents Checklist (Example 2) ❖ Personal Profile (Example 3) <ul style="list-style-type: none"> ➢ Your own personal details ➢ A brief CV or career profile ➢ Description of your job ➢ Information about your employer/training provider/college ❖ Witness Signature List (Example 4) ❖ Explanation of Indexing System (Example 5) ❖ Index of Evidence (Example 6) 	<ul style="list-style-type: none"> ❖ Assessor and Internal “Verifier Signature List”*(Example 14) ❖ Authentication of Evidence *(Example 15) ❖ Candidate Induction*(Example 16)
<p>Section Two - Units of Competence Summary Information</p>	<ul style="list-style-type: none"> ❖ Summary of NVQ Units ❖ Summary of Achievement (Example 7) ❖ Unit Assessment Plan (Example 8) ❖ Evidence Achievement Records (Example 9) 	<ul style="list-style-type: none"> ❖ Self Assessment and Personal Action Plan (Example 17) ❖ Unit Feedback Summary Sheet (Example 18)
<p>Section Three - Pieces of Evidence</p>	<ul style="list-style-type: none"> ❖ Raw evidence supporting competence e.g: <ul style="list-style-type: none"> ➢ Products of work ➢ Observation Record (Example 10) ➢ Witness Testimony (Example 11) ➢ Record of Knowledge Assessment Questions and Candidate Answers (Example 12) ➢ Personal Statement (Example 13) ➢ Professional discussion (Form NVQ 6) ➢ Record of evidence other than direct observation and questioning (Form NVQ 14) 	

3.3 Collecting and Recording your Evidence

All of the evidence which you collect and present for assessment must be relevant to your NVQ. 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 its own recording documents which it would prefer you to use.

Some of these forms: e.g., **Observation Records** and the **Record of Questions and Candidate's 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**.

Following are explanations and some worked examples outlining how and when selected recording forms should be used.

3.3.1 Observation Record (Example 10)

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 achievement criteria and evidence of achievement you have successfully achieved and give you feedback. This form should then be included in your portfolio as part of your evidence.

3.3.2 Witness Testimony (Example 11)

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'.

3.3.2 Witness Testimony (Example 11).../Continued

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, e.g. 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.

You will need to provide a list of signatures as proof of authenticity for verification purposes. See **Example 4** for a suggested format.

3.3.3 Recording Knowledge Assessment and Candidate Answers (Example 12)

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.

3.3.4 Personal Statement (Example 13)

There will be times when you need to put a piece of your evidence in context for your assessor so that he/she can decide if it is relevant to your NVQ. You can complete personal statements to help you do this – these can relate either to the piece of evidence or to each outcome or unit.

For example, you may refer to paperwork which is often used in your organization 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 NVQ may be required.

3.3.4 Personal Statement (Example 13).../Continued

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 provide you with a ‘witness testimony’ (Example 13).

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

3.3.5 Professional Discussion (Form NVQ 6)

This form is used to record the details of a discussion between you and your assessor regarding some aspects of the element/unit. It may be used as a piece of evidence by itself or support another piece of evidence (i.e. put that evidence into context) presented for assessment.

3.3.6 Record of evidence other than direct observation and questioning (Form NVQ 14)

This form is used to record assessment decisions against aspects of the element/unit for evidence in the form of work products.

3.4 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 judgments 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.

3.4 Presenting your evidence.../continued

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 NVQ, e.g. 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.

3.5 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 – observations, projects, testimonies, records etc., a number, letter of the alphabet, or colour. (**Example 5** provides an example of an example of a referencing system) - remember simple is better.

Keep ALL the evidence together, and complete the Index of Evidence sheet to help you quickly identify where your evidence is as you progress. See (**Example 6** for a completed Index of Evidence)

Do not divide your evidence into unit sections. Although this seems easier to begin with, you will need much of your evidence for several different units. You need to cross reference your evidence between units – not photocopy each piece. Give each evidence item a ‘unique’ and simple reference (number, letter or colour). To refer to the item in your Candidate Portfolio, enter its reference against the performance criteria or range or knowledge requirements, using the Evidence Achievement Records (**Examples 9**)

Remember, 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).

3.5.1 How to complete the Index of evidence (Example 6)

You should complete an *Index of Evidence* sheet and file it immediately before the actual pieces of evidence in your portfolio. It should list items of evidence and assign each item a unique reference number. This will enable items of evidence to be used against more than one outcome of performance criterion.

3.5.1 How to complete the Index of evidence (Example 6)/Continued

The index of evidence should be completed by:

- Entering the evidence number in the first column - (sequential number/letter assigned as evidence is collected).
- Giving a brief description of each piece of evidence in the second column (e.g. powerpoint presentation prepared)
- Explaining where the evidence can be found in the third column (e.g. Portfolio or PC at work station)
- Giving details of all the units, outcomes or achievement criteria that the evidence relates to

You should not fill in the last column – this is for completion by an internal verifier who will enter a date if he/she samples your evidence.

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.

3.5.2 Completing the Evidence Achievement Records – (Examples 9)

As you work through each element, you will need to indicate how and when you achieved the **performance criteria, range** and **underpinning knowledge**. Each element will specify what you need to achieve to demonstrate competence i.e. how many times you need to perform individual activities). The Evidence Achievement Records enable you to record your achievement of the elements.

3.5.2 Completing the Evidence Achievement Records – (Examples 9).../Continued

You will be required to prepare the form for your assessor. (See figure below) using the elements, and your Unit Assessment Plan, you will enter the information in the respective columns:

- Evidence index number /location** – indicate the reference number or where the evidence can be found
- Evidence Title** – enter the title of the evidence, listing the evidence as it is collected
- Assessment Method** – indicate the assessment method used (see key at the bottom of the form)

The un-shaded boxes on the right hand side of the form are to be ticked (✓) each time you meet the requirements of each performance criterion, range and underpinning knowledge items.

Evidence Index/reference location	Evidence Title <i>Please indicate if evidence achieved by simulated activity</i>	Assessment Method	Performance Criteria								Range Statement						Knowledge and Understanding							
											A			B										
			1	2	3	4	5	6	7	8	i	ii	iii	iv	v	i	ii	iii	a	b	c	d	e	f
1	Serving and interacting with guests 14/May/2004	O	✓	✓	✓	✓	x	✓	✓	x	✓	✓	✓	x	x	x	x	x	✓	✓	✓	x	x	✓
2	Copy of completed fault report 20/May/2004	EP	x	x	✓	x	✓	✓	x	✓	x	x	x	x	✓	✓	✓	✓	✓	✓	x	✓	✓	x

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; PD = professional discussion; QW = questioning of witness.

On completion of each element, your assessor should give you feedback about your performance, informing you if you have been successful in achieving the required level of competence for each outcome. This feedback may be recorded and kept by you since it may be useful as you continue to complete the NVQ. Each assessment form however will have a space on it for your assessor to make comments on your performance and notes of what you discuss in the feedback session. Make sure that you understand what your assessor is saying to you – if you are uncertain about anything, you should ask for clarification. Once you are clear about your assessor’s decision, you should both sign and date the form and file it in the relevant section of your portfolio (**example 18** provides a unit feedback summary form that can be used by your assessor for this purpose).

Once you have completed the unit, remember that you should both complete your Summary of Achievement - Unit Progress Record (**Example 7**) at this stage.

3.6 FINAL NOTE



Remember that you are responsible for putting together your portfolio in a clear, concise and logical way. Your assessor will guide you along the way.

		RESPONSIBILITY	
		CANDIDATE	ASSESSOR
This table summarises you and your assessor's responsibilities for completing the forms that will be found in your portfolio.	EXAMPLE		
Title Page	1	✓	×
Contents/Checklist	2	✓	×
Personal Profile	3	✓	×
Witness Signature List	4	✓	×
Explanation of Referencing System	5	✓	×
Index of Evidence	6	✓	×
Summary of Achievement – Unit Progress Record	7	✓	✓
Unit Assessment Plan	8	✓	✓
Evidence Achievement Records	9	✓	✓
Observation Record	10	×	✓
Witness testimony	11	✓	×
Record of Knowledge Assessment Questions and Candidate Answers	12	×	✓
Personal Statement	13	✓	×
Assessor and Internal verifier Signature List	14	×	✓
Authentication of Evidence	15	✓	×
Candidate induction proforma	16	✓	✓
Personal Action Plan	17	✓	×
Unit Feedback Summary Sheet	18	×	✓

3.7 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, some of which have been discussed in detail. 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.

Challenge ... Develop your own sample portfolio

Using the worked examples provided in this document , along with the Summary of Units of Competence for Customer Service Level 2 and authentication statement completed by Peter Candoo, Compile a sample portfolio based upon the structure outlined on pg. 18

You will need to prepare your own checklist. Compare yours with the checklist at the end of this document.



Portfolio Title Page

EXAMPLE 1

Your name: Peter Candoo

Job title: Operations Supervisor - Prototype Development Team

**Name of Employer/Training
Provider/College:** Innovations Inc

Their address: Creative Street, Enterprise Ch. Ch.

Tel No.: 246 426-1390

Email address: office@innovations.org

NVQ: Customer Service

Level: Level 2

Units submitted for assessment: Units: 1 – 6 & 7

Assessor(s): Ms Sue Checker & Mr Raphael Superchecker

Date of Submissions: 21 Jan 04, 18 March 04, 20 April 04, 31 June 14 & 20 Oct 04

EXAMPLE 2

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 portfolio page or section numbers in the right hand column.

	Completed	Page Number
SECTION ONE		
Title page for the portfolio	<input checked="" type="checkbox"/>	②
Personal profile		
▪ Your own personal details	<input checked="" type="checkbox"/>	③
▪ A brief CV or career profile	<input checked="" type="checkbox"/>	④
SECTION TWO		
Summary of the units	<input checked="" type="checkbox"/>	③
SECTION THREE		
Witness Testimony	<input checked="" type="checkbox"/>	

Personal Profile**EXAMPLE 3**

Name *Peter Candoo*

Address *Shop Hill
St. Thomas*

Tele No. *246 420 4500*

Email *peter@innovations.org*

Job Title *Operations Supervisor*

Relevant experience

Description of your current job I coordinate the activities of the Prototype Development team. This team comprises six persons. Innovations Inc provides a service to would be inventors who may have ideas but do not possess the resources to move the idea beyond the thought stage. My team works closely with the customer to assist him/her develop the idea and in some cases producing prototypes. We are required to interact with the customer to determine their requirements which are then passed on to the business assessment and development team. As such I am required to ensure that my team functions effectively and that effective working relationships are built and maintained with the customer.

Previous work experience *Shop assistant 1990 – 1996 Pete’s Hardware
Computer Operator 1996 – 1999 Wireless Communications Inc
Business Development Apprentice 2000 – 2002 Innovations Inc*

Qualifications and training *Six CXC: Maths, English Lang, English Lit, Chemistry, Physics, Information Technology
Associate Degree – Applied Engineering Design
BSc – Engineering Specialising in Product Design and Development
Entrepreneurship Competencies – one week training course
Managing Project Teams – One week training seminar
Safety in the Workplace –One Day Training Seminar
Information Management – One month assessed training course by Candoo College*

Qualifications and training
(continued)

Effective Presentation Skills – One week training Course
Survey and Research Techniques – One Week Training Course

Voluntary work/interests

Reserve Soldier – Platoon Verify
Basket Ball Coach – Third Division

Avid Sports Fan

EXAMPLE 4

WITNESS SIGNATURE LIST

NVQ – Customer Service – Level 2

Candidate name: Peter Candoo Candidate Signature: Peter Candoo

Evidence reference	Witness name (including contact address and telephone number and witness signature)	Witness status
	<p><u>I. Witness, Managing Director</u></p> <p>Innovations Inc. Long Street Clapham</p> <p>Signature of witness: <u>I. Witness</u> Date: <u>07-07-04</u></p>	C
12	<p><u>Ob Server, General Manager</u></p> <p>Quality Paper Works Woodville Road Forest</p> <p>Signature of witness: <u>Ob Server</u> Date: <u>07-02-04</u></p>	A
20	<p><u>Neil Armstrong, Customer Service Manager</u></p> <p>Fly-High Airways Narrow Street Clapham</p> <p>Signature of witness <u>Neil Armstrong</u> Date: <u>07-10-04</u></p>	E
<p>Status of witness: A - An assessor, occupationally competent (but not responsible for the assessment of the candidate) B - An assessor who is not occupationally competent C - Not an assessor, but occupationally competent and familiar with the standards (e.g. line manager, colleague) D - Not an assessor, but occupationally competent and not familiar with the standards (e.g. supplier) E - Not an assessor, not occupationally competent and not familiar with the standards (e.g. customer)</p>		

Explanation of referencing system

PORTFOLIO SECTION	INDEX REFERENCE
<p>SECTION</p> <p>ONE</p> <p>General Information</p>	<ul style="list-style-type: none"> • Title page • Contents Checklist • Personal Profile • Witness Signature List • Index of Evidence
<p>SECTION</p> <p>TWO</p> <p>Units of Competence Summary Information</p>	<ul style="list-style-type: none"> • Summary of NVQs • Summary of Achievement • Unit Assessment plans • Evidence Achievement Record
<p>SECTION</p> <p>THREE</p> <p>Pieces of Evidence Section</p>	<ul style="list-style-type: none"> • Products of Work • Record of Observation • Witness Testimony • Assessment Questions and Candidate Answers • Personal Statement • Professional Discussion • Record of evidence other than Direct Observation and Questioning

1. Each piece of evidence will be numbered chronologically as produced and flagged with the colour reference.
2. The evidence key is as follows:

Typical evidence	Abbreviation	Typical evidence	Abbreviation
Observation	O	Witness Testimony	WT
Questions and Answers	QA	Personal Statement	P
Expert Witness	EW	Products of Work	PW
Simulation	S	Other Evidence	OE

EXAMPLE 6

INDEX OF EVIDENCE

FORM NVQ 01

NVQ Title and Level:	<u>Customer Service Level - 2</u>
-----------------------------	--

Evidence Number	Description of Evidence	Included in portfolio (Yes/No) If no, where located	Units/elements evidence links to (give specific numbers e.g. 6.6)	Internal Verifier signature and date of sampling
1	<i>Worked document - Action plan identifying customer requirements</i>	<i>Yes</i>	<i>1.1</i>	<i>I. Verify 4/2/2004</i>
2	<i>Personal Statement – Action in the event of a fire</i>	<i>Yes</i>	<i>6.2</i>	<i>I. Verify 4/7/2004</i>
3	<i>Oral questioning</i>	<i>Yes</i>	<i>5.1</i>	<i>I. Verify 4/7/2004</i>
4	<i>Notes of Team Meeting attended by customer service manager</i>	<i>Team Meeting file – General Office files</i>	<i>2.1 6.1</i>	<i>I. Verify 4/5/2004</i>
5	<i>Witness Testimony – Record of knowledge Assessment questions Candidates answers</i>	<i>Yes</i>	<i>6.3</i>	<i>I. Verify 18/8/2004</i>

EXAMPLE 7

SUMMARY OF ACHIEVEMENT – UNIT PROGRESS RECORD

FORM NVQ 02

NVQ: Customer Service Level 2

Candidate: Peter Candoo

Centre: Innovations Inc

Unit	Title	Date achieved	Assessor's signature	Candidate's signature	IV sample	EV sample
1	Deliver reliable customer service	10 May 04	<i>R Superchecker</i>	<i>P Candoo</i>	IV	OK
2	Develop and maintain positive working relationships	10 Jun 04	<i>R Superchecker</i>	<i>P Candoo</i>	IV	OK
6	Maintain a safe and secure working environment	10 Sep 04	<i>R Superchecker</i>	<i>P Candoo</i>	IV	OK

Confirmation of achievement of units for which certification is requested

Signature of internal verifier: *Anthony Verify*

Date: 20 Sep 04

IV and EV sample to be initialled only where unit has been sampled.

UNIT ASSESSMENT PLAN

Unit 1: Give Customers a positive impression of yourself and your organisation

Candidate: *Alicia Candoo*

Assessor: *I will Check*

Date: *3rd September 2007*

Normal working Activities Performed

Elements: 1.1 Establish effective relationships with customers
1.2 Respond appropriately to customers
1.3 Communicate information to customers

Context: Assessment of Alicia performing receptionist duties and responding to enquiries from customers.

Description	Typical Evidence	Expected Completion Date	Location	Links to Other Units, Elements, PCs
<p>Work Activity:</p> <p>a. Dress and behave appropriately in accordance with your organisation's standards</p> <p>b. Greet and communicate with customers in a way that makes them welcome, feel valued and shows that you are interested in serving them even when working under pressure.</p> <p>c. Communicate with customers promptly and positively to identify and confirm their needs and expectations and keep them informed and reassured</p> <p>d. Give customers time to think and respond to you.</p> <p>e. Adapt your actions to suit the behaviours of different types of customers</p> <p>f. Locate and communicate information your customers need and check that they understand.</p> <p>g. Give an explanation to your customers if their needs and expectations cannot be met.</p>	<p>Observation by Assessor</p> <p>Observation by Mystery Assessor</p> <p>Witness testimony from your supervisor and a customer*</p> <p>Oral and written answers to questions*</p> <p>Personal statement *</p>	<p>Oct 8th</p> <p>By Oct 30th</p> <p>Oct 15th</p> <p>Sept.21st</p> <p>Oct 1st</p>	<p>TVETC Annex</p> <p>Four Seasons (location of workshop)</p>	

Comments and clarification:

- This assessment plan assumes that Alicia meets the requirements for the fast –track arrangement.
- Alicia has been given copies of: occupational standards, the Candidate Handbook, Portfolio and guide to completion.
- Ensure that all evidence requirements are covered especially the variations in **Evidence Requirements 3 and 4.**
- Ensure that you talk to your immediate supervisor by **September 7th** to request her to provide a witness testimony and to identify a customer to provide testimony. Make sure you give your supervisor the forms to be completed.
- Inform your supervisor of the proposed dates for assessment.
- **Refer to the guidelines provided for the Personal Statement, the Witness Testimony and the Written Answers to Questions.**

Our next meeting will be on Oct. 1 at 2:00 p.m. at TVETC to review your progress.

Candidate's signature: *Alicia Candoo*

Date: *3rd September 2007*

Assessor's signature: *I will Check*

Date: *3rd September 2007*

Internal verifiers signature: *Sue checker*

Date: *17th September 2007*

NVQ – Evidence Achievement Record Sheet

EXAMPLE 09
FORM NVQ 7

Unit: 6: Maintain A Safe and Secure Working Environment I confirm that the evidence provided is a result of my own work.

Element: 6.1 Maintain Personal Health and Hygiene Signature of candidate: P. Candoo Date: 10 Feb 04

Evidence Index/reference location	Evidence Title <i>Please indicate if evidence achieved by simulated activity</i>	Assessment Method	Performance Criteria								Range Statement	Knowledge and Understanding					
											A						
			1	2	3	4	5	6	7	8	i	a	b	c	d	e	f
1	Commencement of work routine 14/Dec/03	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓
2	Interaction with customer providing service advice – 28/Jan/04	O	x	x	x	x	x	✓	✓	✓	✓	✓	x	✓	x	x	✓
3	End of day routines – 21/Feb/04	O	✓	✓	✓	x	x	✓	✓	✓	✓	x	x	✓	x	x	✓
4	Questioning after observation 21/Feb/04	QC	x	x	x	x	x	x	x	x	x	✓	✓	x	✓	✓	✓

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; PD = professional discussion; QC = questioning of witness.

I confirm that the candidate has demonstrated competence by satisfying all of the performance criteria, range and knowledge requirements for this element.

Signature of assessor: R Superchecker

Date: 10 Feb 04

IV initials (if sampled): I. verify

Date: 20 March 04

OBSERVATION CHECKLIST

EXAMPLE 10 FORM NVQ 04

RECORD OF OBSERVATION CHECKLIST				
Candidate's name	Tessa Candoo			Evidence Index No. 05
Assessor's name	S Checker			
Unit/Element Reference	Unit 1: Give customers a positive impression of yourself and your organisation Element1:1: Establish effective relationships with customers			
Date and Length of Observation	16 th July 2007 - 25 minutes			
Observation context	Technical and Vocational Education and Training (TVET) Council <i>Candidate working at the front desk, welcoming participants to a training session, during a busy period for the organisation.</i>			
Criteria Observed	Yes	No	Comments	
1.1.1 Meet your organisation;s standards for appearance and behaviour.	✓		<i>Tessa was dressed neatly in a business suit.</i>	
1.1.2 Greet your customers in a way that will make them feel welcome and shows that you are interested in serving them.	✓		<i>When individuals arrived Tessa greeted them at the front desk; 'Good morning how may I help you?'</i>	
1.1.3 Communicate with your customers in a manner that makes them feel valued and respected.	✓		<i>She asked each participant to sign the attendance register and then personally escorted each one to the training room.</i>	
1.1.4 Identify and confirm the needs and expectations of your customers.	✓		<i>Asked each participant if they would like a drink and gave information as to where they would find the bathroom facilities.</i>	
1.1.5 Treat your customers courteously and helpfully even when you are working under pressure.	✓		<i>Three participants arrived at the same time, I wished to use the phone. Tessa gave them access to a phone and then escorted the other two to the room. Waited until the individual had finished using the phone and then escorted them to the room</i>	

Range Observed

A. Types of customers		B. Communicate by:		C. Give Customers a positive impression	
i. Have different needs and expectations	✓ Obs	i. Face-to-face methods (including verbal and non-verbal communication)	✓ Obs	i. During routine delivery of customer service	✓ Obs
ii. Appear angry	✓ Q	ii. Using the telephone	X	ii. During a busy period for your organisation	✓ Obs
iii. Appear confused	X	iii. Using written (including electronic) methods	X	iii. During a quiet period	X
iv. Behave unconventionally	X		X	iv. When people, systems or resources have let you down	X

Knowledge and Understanding

<ul style="list-style-type: none"> What are your organisations standards for appearance and behaviour? 	<ul style="list-style-type: none"> How would you communicate in a clear, polite, confident way and why this is important?
<ul style="list-style-type: none"> What are the rules and procedures regarding the methods of communication you use? 	<ul style="list-style-type: none"> How would you recognise when a customer is angry and confused?

Underpinning Knowledge Questions asked on this Observation cont'd

Element Knowledge Reference	Questions	Answers	The candidate's answers were:	
			Satisfactory	Unsatisfactory
1.1.9	How are you expected to dress for work and why?	<i>I must be smartly dressed, I usually wear suits. It gives a good impression about me and the organisation.</i>	✓	
1.1.11	Give 3 examples of how you communicate in a clear, polite confident way. Why is this important?	<i>I speak in a clear voice and give information clearly and speak slowly. To make sure that the customers understands all the information.</i>	✓	
1.1.12	What are the organisations rules and procedures regarding how you communicate with customers?	<i>Pick up the phone after two rings.</i>		✓
1.1.13	How would you recognise when a customer is angry and confused?	<i>By their facial expressions and the tone of their voice.</i>	✓	

Observations/feedback to candidate:

You presented yourself well for work. You demonstrated that you were able to greet customers to the organisation, treat them courteously and identify their needs.

Your organisation has particular rules and procedures on how you must communicate with customers. Find out what they are in relation to your job as a receptionist. I will conduct a short question and answer session to determine your knowledge at our next meeting on 31st July 2007.

Candidate's Competence Status: Competent Not Yet Competent

Assessor's signature: *S Checker*

Date: *17th July 2007*

Candidate's signature: *T Candoo*

Date: *17th July 2007*

Internal Verifier's signature (if sampled):

Date:

External Verifier's signature (if sampled):

Date:

EXAMPLE 11
FORM NVQ 05

RECORD OF WITNESS TESTIMONY				
Candidate's name	<i>Peter Candoo</i>	Evidence Index No:04		
Observer's name	<i>Iwill Witness</i>			
Work activity	<i>Providing Customer Service</i>			
Unit(s) of competence	<i>3. Resolve customer Service Problems</i>			
Coverage:				
• Performance criteria	3.1.1-3; 3.2.1-4; 3.3.1-4			
• Range	3.1.A-B; 3.2.A-C; 3.3.A-C.			
• Knowledge and Understanding	3.1.c-g; 3.2.a-e; 3.3.a-c, e-h.			
Workplace	Technical and Vocational Education and Training Council			
Instructions:				
As part of the assessment for the unit(s) listed above, we are seeking evidence to support a judgment about the candidate's competence. As part of the process of gathering evidence of competence, we are seeking reports from the supervisor and other people who work closely with the candidate.				
We would like you to complete this report. We value your contribution and ask that you answer the questions honestly.				
Did the candidate demonstrate the following:		Yes	No	N/A
1. determine the nature of the customer problem/gathering information on customer problems				
▪ confirms and/or summarises customer problems using information gathered from them		✓		
▪ records customer details and information, where necessary, accurately and legibly		✓		
2. develop potential solution				
○ gathers information from other sources e.g. colleagues, customer service logs to assist in identifying solutions		✓		
○ makes a decision based upon the analysis the strengths and weakness of alternative solutions		✓		
3. present solution along with alternatives to customer		✓		
4. agree with colleagues reasonable support i.e. time and resources		✓		

5. agree with customer on suitable alternative	✓		
6. agree with customer action plan for delivery of solution	✓		
7. feedback to colleagues and (re)confirm agreed support	✓		
8. follow-up activities conducted with the customer	✓		
9. effectively use verbal and non-verbal communication skills			
a. Verbal	✓		
▪ appropriate use of questioning techniques	✓		
▪ use of active listening skills	✓		
▪ use of observation skills – recognition of customer positive/negative body language	✓		
b. non- Verbal			
▪ demonstrate positive body language and use of gestures and mannerisms	✓		
▪ maintain a positive attitude	✓		
○ is courteous/polite conveying a helpful attitude	✓		
○ tone of voice and volume	✓		
○ dress and accessories	✓		
○ use of space	✓		
10. is aware of the limits of own responsibility	✓		
The candidate's underpinning knowledge was: Satisfactory <input checked="" type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
<i>I can confirm that Peter gathered information on customer issues, proposed solutions and delivered the proposed solutions to the satisfaction of the customer. He effectively mobilised the expertise at Innovations Inc and combined this with the information on customer issues kept here at Innovations Inc and other relevant information sourced. On file is a response, among other letter from customers, speaking highly of the level of service rendered by the Prototype Development Team of which Peter is the team leader</i>			
Assessor's signature:	<i>I. Witness</i>		
Candidate's signature	<i>P Candoo</i>		
Date of assessment:	<i>7 July 2004</i>		
Internal Verifier's signature (if sampled)			
External Verifier's signature (if sampled)			

Unit/Element reference: 5.1 Gain the trust and support of colleagues and team members
Evidence index number: 3
<p>Circumstances of assessment: Knowledge is inferred from performance across the whole element. To conclude the knowledge and understanding requirements, I asked the candidate a number of questions indicated below:</p>
<p>List of questions and candidate's responses:</p> <p>Q: What steps would you take to ensure that commitments to colleagues are realistic and why is this important?</p> <p>A: During the planning meeting I would ensure that I understand what I am required to do. With this in mind I would refer to my current work schedule to ensure that there is no clash and timeframes will be agreed upon that reflect current work. Also I will determine whether there are sufficient resources available to adequately execute the task in the proposed timeframe. There being any difficulties either arrangement for the provision of resources will be made or timeframes agreed upon that reflect the relative resource limitations. If during the task I encounter any unforeseen difficulties this will be communicated to the appropriate person(s) and new arrangements would be agreed upon.</p> <p>It is important to maintain cordial relationships. At my end I would want to appear to be reliable hence serving my internal customers well. Also I would like to avoid frustration, the result of unrealistic commitments.</p> <p>Q: The type of issue and its context affect the time, method and style of consultation with colleagues. Why?</p> <p>A: As it relates to type of issue on style of communication, one would not want to seem to approach serious issues e.g. concerns relating to productivity or meeting schedules in a lackadaisical manner, since this will affect how colleagues view you and ultimately interact with you.</p> <p>In relation to context if the colleague is in consultation with a customer one would not approach him/her if the matter is not important. If the information relates to the service currently being offered then one would not want to appear to be too familiar or unprofessional because this may reflect negatively on the colleague and ultimately the company.</p> <p>Issues of a sensitive nature should be communicated according to company policy. We ensure that sensitive issues are documented and formatted and marked confidential. This type must be signed off as received by the recipient. The company allows for less sensitive routine information to be passed via email or orally.</p>
<p>Assessor comments and candidate feedback: Peter has a firm grasp of the issues relating to gaining the trust and support of colleagues. This is evident in the response to the questions posed.</p>

I can confirm the candidate's performance was satisfactory/unsatisfactory

(Delete as appropriate)

Assessor name: Sue Checker

Assessor's signature: S. Checker

Date: 04 June 04

Candidates: signature: P. Candoo

Date: 04 June 04

Internal Verifier signature and date: I. Verify 4/7/2004

External Verifier signature and date: **Will Ratify 10 November 2004**

PERSONAL STATEMENT

Example 13

Real Work/Simulation Activity: Innovations Inc Routine Simulation Exercise																	
Unit/Element reference: Unit 6.2: Carry out procedures in the event of a fire																	
Evidence index number: 2																	
Circumstances of assessment:																	
A fire was simulated to have started in the kitchenette which is directly behind my departments working area. The fire drill is part of the Innovations Inc’s Health and Safety Policy and Procedures – Section 4a. relating to ‘Fire Safety’.																	
Statement:																	
The following outlined the actions carried out during the last Fire Safety Drill																	
On hearing the fire alarm as the Team Leader I:																	
<ol style="list-style-type: none"> 1. Called the switchboard operator and ensured that she had called 311, and requested the fire service; 2. Ensured that the doors leading to the fire were closed so as to isolate fire and smoke; 3. Calmed my staff and ushered them outside of the building to the assembly area (Car Park).using the correct fire exit; 4. The nature of the fire required the staff to evacuate immediately. In my estimation it was deemed unsafe for us to attempt to tackle the outbreak with the fire equipment provided. However if it was deemed possible to fight the fire then it would have been approached as follows: <ul style="list-style-type: none"> • Since the fire originated in the kitchen it could be assumed that it was electrical then the extinguisher in the red container with the black label would be used since it is Carbon dioxide which is most suitable for electrical fires, also if a person’s clothing had caught on fire then we would use the fire blanket to smother the flames. • The other extinguishers stationed within the building are detailed below. 																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%;">Colour</th> <th style="width: 15%;">Label Colour</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Water Extinguisher Capacity 9L Use on Fires involving Paper, Wood and Textiles Do not use on Electrical, Oil fires</td> <td style="text-align: center; padding: 5px;">Red (Chrome)</td> <td style="text-align: center; padding: 5px;">Red</td> </tr> <tr> <td style="padding: 5px;">Foam Extinguisher For use on oils, fats etc Not to be used on electrical fires.</td> <td style="text-align: center; padding: 5px;">Red (Cream)</td> <td style="text-align: center; padding: 5px;">Cream</td> </tr> <tr> <td style="padding: 5px;">Dry Powder Extinguisher For use on electrical, Oil and fat fires</td> <td style="text-align: center; padding: 5px;">Red (Blue)</td> <td style="text-align: center; padding: 5px;">Blue</td> </tr> <tr> <td style="padding: 5px;">Fire Blanket Used to smother fires involving oils, fats and electrics Can be used to smother flames on a person.</td> <td></td> <td></td> </tr> </tbody> </table>		Colour	Label Colour	Water Extinguisher Capacity 9L Use on Fires involving Paper, Wood and Textiles Do not use on Electrical, Oil fires	Red (Chrome)	Red	Foam Extinguisher For use on oils, fats etc Not to be used on electrical fires.	Red (Cream)	Cream	Dry Powder Extinguisher For use on electrical, Oil and fat fires	Red (Blue)	Blue	Fire Blanket Used to smother fires involving oils, fats and electrics Can be used to smother flames on a person.				
	Colour	Label Colour															
Water Extinguisher Capacity 9L Use on Fires involving Paper, Wood and Textiles Do not use on Electrical, Oil fires	Red (Chrome)	Red															
Foam Extinguisher For use on oils, fats etc Not to be used on electrical fires.	Red (Cream)	Cream															
Dry Powder Extinguisher For use on electrical, Oil and fat fires	Red (Blue)	Blue															
Fire Blanket Used to smother fires involving oils, fats and electrics Can be used to smother flames on a person.																	
Hose Reels must not be used; these are for use by Professional Fire Fighters																	
<ol style="list-style-type: none"> 5. once at the assembly point I conducted a roll call and informed the Assistant General Manager who is the Fire Warden at Innovations Inc that all of my staff members were accounted for. 																	

Real Work/Simulation Activity: Innovations Inc Routine Simulation Exercise	
Unit/Element reference: Unit 6.2: Carry out procedures in the event of a fire	
Evidence index number: 2	
Assessor comments and candidate feedback:	
<p>After reviewing Section 4.a of Innovations Inc.'s Health and Safety Policy and Procedures, it was clear that Peter acted in the manner with which he was to act. He clearly demonstrated that he has a firm grasp on the activities to be conducted in the event of a fire and that he because of his position within the organisation is responsible for the safety of not only the members of his team but also the organisation.</p> <p>His actions have been confirmed by the centre log that was produced by Innovations Inc and is filed in the Health and Safety Procedures file located in the main office.</p> <p>As it relates to the use of the fire appliances located at the centre Peter provided evidence that he is aware of them and their use. However it may be necessary to arrange an assessment with the Fire Warden to observe Peter actually use the equipment.</p>	
Candidate's Competence Status: Competent <input checked="" type="checkbox"/> Not Yet Competent <input type="checkbox"/>	
<p>Assessor name: <u>Sue Checker</u></p> <p>Assessor's signature: <u>S. Checker</u> Date: <u>16 March 04</u></p> <p>Candidates: signature: <u>P. Candoo</u> Date: <u>16 March 04</u></p>	
Internal Verifier signature and date: <u>I. Verify</u> <u>4/7/2004</u>	
External Verifier signature and date: <u>Will Ratify</u> <u>10 November 2004</u>	

**ASSESSOR AND INTERNAL VERIFIER (ASSESSMENT TEAM)
SAMPLE SIGNATURE LIST**

NVQ – Customer Service – Level 2

Candidate Name: Peter Candoo

Candidate Signature: Peter Candoo

Evidence Reference	Assessor/Internal Verifier name (including contact address and telephone number and signature)	Status
1, 2, 4 5, 7, 9	<p><u>Sue Checker</u> Innovations Inc. Creative Street Enterprise CH. CH.</p> <p>Signature of Assessor: <u>S. Checker</u> Date: <u>6 January, 2004</u></p>	A
3, 10	<p><u>Raphael Superchecker</u> Inovations Inc. Creative Street Enterprise CH. CH.</p> <p>Signature of Assessor: <u>R. Superchecker</u> Date: <u>7 January, 2004</u></p>	A
	<p><u>Ian Verify</u> Innovation Inc. Creative Street Enterprise CH. CH.</p> <p>Signature of Internal Verifier: <u>I. Verify</u> Date: <u>12 January, 2004</u></p>	C
	<p>Signature: _____ Date: _____</p>	
Assessment Status	<p>A An Assessor, occupationally competent who is responsible for the assessment of the candidate</p> <p>B An assessor, occupationally competent (but not responsible for the assessment of the candidate)</p> <p>C Internal Verifier occupationally competent and familiar with the standards</p> <p>D An assessor, occupationally competent and not familiar with the standards who is not occupationally competent but is new</p>	

CANDIDATE INDUCTION PROFORMA**EXAMPLE 16**

*Innovations Inc
Creative Street,
Enterprise, Ch. Ch.*

TEL: 246 4261390

Email address: *office@innovations.org*

Website: *www.innovationsinc.org*

The induction process for a new candidate is an important one to aid in team building, motivation and successful achievement of the National Vocational Qualification and should be carefully done.

All new candidates are required to attend an induction session with their assessor where the NVQ programme will be explained and the opportunity for any queries can be answered before the assessment process commences.

This section is provided to guide the candidate and to act as a reference for the Internal and External Verifiers. The assessor and candidate should date, print and sign their names when the details have been explained and understood (this should be included in the first section of your Portfolio).

1. The NVQ is a different from traditional forms of qualifications and new candidates will need detailed explanations on the items below:

	<input checked="" type="checkbox"/>	Candidate signature	Assessor Signature	Date
What are NVQs and how do they work	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>S Checker</i>	6 Jan. 2004
The particular standards and their construction	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>S Checker</i>	6 Jan. 2004
Assessment process	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>S Checker</i>	6 Jan. 2004
What is evidence <ul style="list-style-type: none"> • Types • Requirements and • Methods of collection 	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>S Checker</i>	6 Jan. 2004
How to obtain underpinning knowledge	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>S Checker</i>	6 Jan. 2004
Portfolio construction	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>S Checker</i>	6 Jan. 2004

Page 1 of 2

Retention of Evidence	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>S Checker</i>	6 Jan. 2004
Internal and external verification (a brief account)	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>R Superchecker</i>	7 Jan. 2004
Company Policies & Procedures				
• Appeals	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>R Superchecker</i>	7 Jan. 2004
• Equal Opportunities	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>R Superchecker</i>	7 Jan. 2004
• Health and Safety	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>R Superchecker</i>	7 Jan. 2004
• Candidate support/training	<input checked="" type="checkbox"/>	<i>Peter Candoo</i>	<i>R Superchecker</i>	7 Jan. 2004

To be signed by the Assessor and Candidate at the end of the induction programme

Candidate's Name: PETER CANDOO
PRINT

Signature: Peter Candoo Date: 7 January

Assessor's Name: RAPHAEL SUPERCHECKER
PRINT

Signature: R. Superchecker Date: 7th January 2004

To be signed by the Internal Verifier at Internal Verification

Internal Verifier's Name: IAN VERIFY
PRINT

Signature: I. Verify Date: 12 January, 2004

SELF ASSESSMENT AND PERSONAL ACTION PLAN

NVQ: CUSTOMER SERVICE – LEVEL 2

Candidate: P. Candoo

Date: 5 January 2004

Unit	Competent in current employment	Competent in previous employment	Evidence easy to obtain? ✓ ✗	Not competent training needed	Action Required	By When
1	YES	YES	✓	NO	Discuss with assessor my previous work experience and present a current listing of work activities where evidence can be generated.	07 Jan 2004
2	Somewhat	N/A	✗	YES	Discuss with supervisor areas where I would have the opportunity to develop the confidence required in this area and along with supervisor, identify my training needs.	04 March 2004
5	YES	N/A	✗	NO	Will have to meet with colleagues individually of NVQ requirements and get buy-in since their input is necessary for this unit	04 Jan 2004
6	YES	YES	✓	N/A	Discuss with assessor my previous work experience and identify current listing of work activities where evidence can be generated	07 Jan 2004

UNIT FEEDBACK SUMMARY SHEET

FORM NVQ 11

Unit Title: Maintain a Safe and Secure Working Environment

Feedback/Comments

6.1 Maintain Personal Health and Hygiene

Peter has demonstrated competence in this element. He consistently ensures that he is well attired and groomed for work. His preparation for work is exemplary. He is a model professional and one that the other employees should model. His preparation enables him to conduct his activities in an effective manner. With respect to legal/statutory and organisational requirements, Peter has developed a simple Aid-Memoir which précis the important aspects of the respective legislation and organisational procedures. This has been adopted by the company as the employees' companion.

6.2 Carry out procedures in the event of a fire

6.3 Deal with the discovery of suspicious items/packages

These activities were conducted via simulation; Peter again demonstrated a high degree of professionalism. To support competence in 6.2 he was able to draw on past experience that had actually been documented (and is present in the portfolio).

The candidate has satisfied the assessor and internal verifier that the performance evidence and criteria, the range, and knowledge and understanding requirements have been achieved.

Candidate: P. Candoo

Date: 10 Feb 04

Assessor: R Superchecker

Date: 10 Feb 04

Internal Verifier: Ian Verify

Date: 20 Mar 04

NVQ IN CUSTOMER SERVICE – LEVEL 2

SUMMARY OF NVQ UNITS OF COMPETENCE

A minimum of six (6) units must be completed to achieve the full award, candidates must complete five (5) mandatory units plus one (1) optional unit, making a total of six (6) units.

Mandatory Units (All must be completed)

1 Give customers a positive impression of yourself and your organisation

- 1.1 Establish effective relationships with customers
- 1.2 Respond appropriately to customers
- 1.3 Communicate information to customers

2 Deliver reliable customer service

- 2.1 Prepare to deal with your customers
- 2.2 Give consistent service to customers
- 2.3 Check customer service delivery

3 Develop customer relationships

- 3.1 Build customer service problems
- 3.2 Meet the ongoing needs and expectations of your customers
- 3.3 Develop the relationship between your customers and your organisation

4. Resolve customer service problems

- 4.1 Identify customer service problems
- 4.2 Select the best solution to resolve customer service problems
- 4.3 Implement the solution to customer service problems

5 Maintain a safe and secure working environment

- 5.1 Maintain personal health and hygiene
- 5.2 Carry out procedures in the event of a fire
- 5.3 Deal with the discovery of suspicious items/packages
- 5.4 Carry out procedures in the event of an accident
- 5.5 Maintain a safe work environment for customers, staff and visitors
- 5.6 Maintain a secure work environment for customers, staff and visitors

NVQ IN CUSTOMER SERVICE – LEVEL 2

NVQ UNITS OF COMPETENCE.../Continued

Optional Units (Choose one)

6 Support customer service improvements

- 6.1 Use feedback to identify potential customer service improvements
- 6.2 Contribute to the implementation of changes in customer service
- 6.3 Assist with the evaluation of changes in customer service

7 Develop personal performance through delivering customer service

- 7.1 Review performance in your customer service role
- 7.2 Prepare a personal development plan and keep it up to date
- 7.3 Undertake development activities and obtain feedback on your customer service performance

8 Promote additional products or services to customers

- 8.1 Identify additional products or services that are available
- 8.2 Inform customers about additional products or services
- 8.3 Gain customer commitment to using additional products or services

9 Process customer service information

- 9.1 Collect customer service information
- 9.2 Select and retrieve customer service information
- 9.3 Supply customer service information

SECTION 4

Blank Recording Forms

- ❖ Portfolio Title Page
- ❖ Contents Checklist
- ❖ Personal Profile
- ❖ Index of Evidence
- ❖ Summary of Achievement – Unit Progress Record
- ❖ Unit Assessment Plan
- ❖ Observation Evidence Record
- ❖ Witness Testimony
- ❖ Professional Discussion
- ❖ Evidence Achievement Records
- ❖ Personal Statement
- ❖ Unit Feedback Summary Sheet
- ❖ Assessor and Internal Verifier (Assessment Team) Sample Signature List
- ❖ Witness Signature List
- ❖ Record of Evidence other than Direct Observation and Questioning
- ❖ Self Assessment and Personal Action Plan

Portfolio title page

Your name: _____

Job title: _____

**Name of Employer/Training
Provider/College:** _____

Their address: _____

Tel No.: _____

Email address: _____

NVQ: _____

Level: _____

Units submitted for assessment: _____

Assessor(s): _____

Date of Submissions: _____

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 portfolio page or section numbers in the right hand column.

	Completed?	Page/Section Number
SECTION 1		
Title page for the portfolio	<input type="checkbox"/>	<input type="checkbox"/>
Personal profile		
<ul style="list-style-type: none">Your own personal details	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">A brief CV or career profile	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Description of your job	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Information about your employer/training provider/college	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	<input type="checkbox"/>
SECTION 2		
Summary of the units	<input type="checkbox"/>	<input type="checkbox"/>
Completed units		
<ul style="list-style-type: none">Signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Reference numbers included	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Unit assessment plans	<input type="checkbox"/>	<input type="checkbox"/>
Unit progress record	<input type="checkbox"/>	<input type="checkbox"/>
SECTION 3		
Evidence (with reference numbers)		
<ul style="list-style-type: none">Observation records	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Details of witnesses (witness testimony sheets)	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">Personal statements	<input type="checkbox"/>	<input type="checkbox"/>

Personal Profile

Name

Address

Tele No.

Email

Job Title

Relevant experience

**Description of your
current job**

Previous work experience

Qualifications and training

Qualifications and training
(continued)

--

Voluntary work/interests

--

SUMMARY OF ACHIEVEMENT – UNIT PROGRESS RECORD

FORM NVQ 02

NVQ:

.....

Candidate: _____ **Centre:** _____

Unit	Title	Date achieved	Assessor's signature	Candidate's signature	IV sample	EV sample

Confirmation of achievement of units for which certification is requested

Signature of Internal Verifier:..... Date:.....

IV and EV sample to be initialled only where unit has been sampled

Unit 1:		
Candidate:	Assessor:	Date:

Normal working Activities Performed

Elements:

Context:

Description	Typical Evidence	Expected Completion Date	Location	Links to Other Units, Elements, PCs
Work Activity:				

Comments and clarification:

Candidate's signature:

Date:

Assessor's signature:

Date:

Internal verifiers signature:

Date:

OBSERVATION CHECKLIST

FORM NVQ 04

RECORD OF OBSERVATION CHECKLIST				
Candidate's name				Evidence Index No.
Assessor's name				
Unit/Element Reference				
Date and Length of Observation				
Observation context				
Criteria Observed	Yes	No	Comments	

Range Observed

A.	B.	C.

Knowledge and Understanding

•	•
•	•

Underpinning Knowledge Questions asked on this Observation cont'd

Element Knowledge Reference	Questions	Answers	The candidate's answers were:	
			Satisfactory	Unsatisfactory

Candidate's Competence Status: Competent <input type="checkbox"/> Not Yet Competent <input type="checkbox"/>	
Observations/feedback to candidate:	
Assessor's signature:	Date:
Candidate's signature:	Date:
Internal Verifier's signature (if sampled):	Date:
External Verifier's signature (if sampled):	Date:

WITNESS TESTIMONY

FORM NVQ 05

RECORD OF WITNESS TESTIMONY				
Candidate's name		Evidence Index No:		
Observer's name				
Work activity				
Unit(s) of competence				
Coverage:				
• Performance criteria				
• Range				
• Knowledge and Understanding				
Workplace				
<p>Instructions: As part of the assessment for the unit(s) of competency listed above, we are seeking evidence to support a judgement about the candidate's competence. As part of the process of gathering evidence of competence, we are seeking reports from the supervisor and other people who work closely with the candidate.</p> <p>We would like you to complete this report. We value your contribution and ask that you answer the questions honestly.</p>				
Did the candidate demonstrate the following:		Yes	No	N/A
1.				
2.				

Assessor's signature	
Candidate's signature	
Date of assessment	
Internal Verifier's signature (if sampled)	
External Verifier's signature (if sampled)	

<p>NVQ title and level:</p> <p>Candidate name:</p> <p>Evidence index no:</p> <p>Where applicable, evidence No. to which this testimony relates:</p> <p>Elements(s):</p> <p>Date of evidence:</p> <p>Assessor:</p> <p>Details of professional discussion:</p>
<p>Candidate's Competence Status: Competent <input type="checkbox"/> Not Yet Competent <input type="checkbox"/></p>

<p>I can confirm that this is an accurate record of our professional discussion.</p>	
<p>Assessor's signature: _____</p>	<p>Date: _____</p>
<p>Candidate's signature: _____</p>	<p>Date: _____</p>

NVQ - Evidence Achievement Record Sheet

FORM NVQ 7

Unit: _____

I confirm that the evidence provided is a result of my own work.

Element: _____

Signature of candidate: _____ **Date:** _____

Evidence Index/reference location	Evidence Title <i>Please indicate if evidence achieved by simulated activity</i>	Assessment Method	Performance Criteria								Range Statement						Knowledge and Understanding						
											A			B									
			1	2	3	4	5	6	7	8	i	ii	iii	iv	v	i	ii	iii	a	b	c	d	e

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; PD = professional discussion; QW = questioning of witness.

I confirm that the candidate has demonstrated competence by satisfying all of the performance criteria, range and knowledge and understanding for this element.

Signature of assessor: _____ Date: _____

IV initials (if sampled): _____ Date: _____

PERSONAL STATEMENT

Form NVQ 8

Real Work/Simulation Activity:
Unit/Element reference:
Evidence index number:
Circumstances of assessment:
Statement:

Real Work/Simulation Activity:	
Unit/Element reference:	
Evidence index number:	
Candidate's Competence Status: Competent <input type="checkbox"/> Not Yet Competent <input type="checkbox"/>	
Assessor name:	
Assessor's signature:	Date:
Candidates: signature:	Date:
Internal Verifier signature and date:	
External Verifier signature and date:	

**ASSESSOR AND INTERNAL VERIFIER (ASSESSMENT TEAM)
SAMPLE SIGNATURE LIST**

NVQ _____

Candidate Name: _____ **Candidate Signature:** _____

Evidence Reference	Witness name (including contact address and telephone number and signature)	Status
	Signature of witness: _____ Date _____	
	Signature of witness: _____ Date: _____	
	Signature of witness _____ Date: _____	
	Signature: _____ Date: _____	
Assessment Status	A - An assessor, occupationally competent (but not responsible for the assessment of the candidate) B - Internal Verifier occupationally competent and familiar with the standards C - An assessor, occupationally competent and not familiar with the standards who is not occupationally competent but is new	

WITNESS SIGNATURE LIST

FORM NVQ 11

NVQ: _____

Candidate name: _____ **Candidate Signature:** _____

Evidence reference	Witness name (including contact address and telephone number and witness signature)	Witness status
	<p>Signature of witness: _____ Date: _____</p>	
	<p>Signature of witness: _____ Date: _____</p>	
	<p>Signature of witness _____ Date: _____</p>	
<p>Status of witness: A - An assessor, occupationally competent (but not responsible for the assessment of the candidate) B - An assessor who is not occupationally competent C - Not an assessor, but occupationally competent and familiar with the standards (e.g. line manager, colleague) D - Not an assessor, but occupationally competent and not familiar with the standards (e.g. supplier) E - Not an assessor, not occupationally competent and not familiar with the standards (e.g. customer)</p>		

RECORD OF EVIDENCE OTHER THAN DIRECT OBSERVATION AND QUESTIONING (e.g. work products, assignments, projects, case histories and personal statements)

FORM NVQ 12

Unit/Element(s): _____
Candidate: _____ Date: _____
Evidence index: _____

The type and nature of the evidence	PCs 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:

Action to be taken by candidate:

Continues overleaf

Candidate's Competence Status:

Competent

Not Yet Competent

Assessor name: _____

Assessor's signature: _____

Date: _____

Candidates: signature: _____

Date: _____

Internal Verifier signature and date: _____

External Verifier signature and date: _____

RECORD OF KNOWLEDGE ASSESSMENT QUESTIONS AND CANDIDATE'S ANSWERS **FORM NVQ 13**

Unit/Element reference:
Evidence index number:
Circumstances of assessment:
List of questions and candidate's responses:
Assessor comments and candidate feedback:
Candidate's Competence Status: Competent <input type="checkbox"/> Not Yet Competent <input type="checkbox"/>
Assessor name: _____
Assessor's signature: _____ Date: _____
Candidates: signature: _____ Date: _____
Internal Verifier signature and date: _____
External Verifier signature and date: _____

PERSONAL ACTION PLAN**FORM NVQ 14**

NVQ: _____

Candidate: _____

Date: _____

Unit	Competent In current Employment	Competent In previous employment	Evidence Easy to Obtain	Not Competent Training needed	Action Required	By When

What you should do next:

Having completed the Self Assessment, you should now have a list of units where you can start to identify and collect the evidence. You may also have a list of units where you feel you are not competent and need training and experience. This document should be included in your portfolio and discussed with your assessor.

Using the Assessment Plan (Form NVQ 03) you will need to make detailed plans for progress with your assessor.

SECTION 5

Appendices

- Explanation of NVQ Levels
- Example of Portfolio Contents Checklist Page

NVQ Levels of Competence

... outlined

Level	Candidates must show their competence:
Level 1	<i>In a range of activities that are largely routine and predictable.</i>
Level 2	<i>In a broader range of work activities that are less routine and predictable. Their job role will need to have some autonomy and responsibility and may require them to work as part of a team.</i>
Level 3	<i>By applying their knowledge and skills while carrying out a broad range of varied work activities, most of which are complex and non-routine. Their job role will have considerable autonomy and often requires them to take responsibility for the work of others and for allocating resources.</i>
Level 4	<i>Through complex work activities that require technical knowledge. Their job role requires substantial personal autonomy and often requires them to take responsibility for the work of others and for allocating resources.</i>
Level 5	<i>When carrying out activities in a wide range of situations, which are often unpredictable. Substantial responsibility and autonomy is involved in the job role, which requires deciding on the allocation of resources and the work of others. It requires the use of complex skills such as analysis, design and evaluation</i>

Example of Portfolio Contents Checklist/Page

SECTION	Completed	Page Number/s
Section One		
Title Page	<input checked="" type="checkbox"/>	1
Personal Profile	<input checked="" type="checkbox"/>	2
▪ Your own personal details	<input checked="" type="checkbox"/>	3
▪ A brief CV or career profile	<input checked="" type="checkbox"/>	4
▪ Description of your job	<input checked="" type="checkbox"/>	5
▪ Information about your employer/training provider/college	<input type="checkbox"/>	-
Candidate Induction form	<input checked="" type="checkbox"/>	6
Assessor and Internal “Verifier Signature List <i>(Optional)</i>	<input checked="" type="checkbox"/>	7
Witness Signature	<input checked="" type="checkbox"/>	8
Explanation of Indexing System	<input checked="" type="checkbox"/>	9
Index of Evidence	<input checked="" type="checkbox"/>	10
Authentication of Evidence <i>(Optional)</i>	<input checked="" type="checkbox"/>	11
Section Two		
Summary of NVQ units	<input checked="" type="checkbox"/>	12
Summary of Achievement	<input checked="" type="checkbox"/>	13
Unit feedback summary Sheet <i>(Optional)</i>	<input checked="" type="checkbox"/>	14
Unit Assessment Plan	<input checked="" type="checkbox"/>	15
Self Assessment & Personal Action Plan <i>(Optional)</i>	<input checked="" type="checkbox"/>	16
Evidence Achievement Record	<input checked="" type="checkbox"/>	17
Section Three		
Observation Record	<input checked="" type="checkbox"/>	18, 21, 27,30, 32, 34,
Personal Statement	<input checked="" type="checkbox"/>	19, 28
Products of Work	<input checked="" type="checkbox"/>	20
Witness Testimony	<input checked="" type="checkbox"/>	22, 25, 33
Record of Knowledge Assessment Questions and Candidate Answers	<input checked="" type="checkbox"/>	18, 21, 26, 29, 31, 34
Record of Evidence other than Direct Observation and Questioning	<input checked="" type="checkbox"/>	23, 33
Professional Discussion	<input checked="" type="checkbox"/>	24

NOTES: