

# NVQ

## Edexcel NVQ Guidance for Candidates

February 2005

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Generic Guidance for Candidates

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# Section 1: General information about Edexcel NVQs

## Introduction

This section provides an overview of Edexcel NVQs. Even if you are already familiar with the concept of NVQs, please read this guide, as it contains details of the latest information about NVQs. This should be read in conjunction with the Edexcel NVQ logbook for your qualification. In addition you will receive support and help from your NVQ assessor.

## What are NVQs?

National Vocational Qualifications (NVQs) are work-based qualifications that assess the skills and knowledge people need to perform their job role effectively. The qualifications are based on National Occupational Standards (NOS), which define what employees, or potential employees, must be able to do and know, and how well they undertake work tasks and work roles.

These standards are defined by the Sector Skills Councils (SSCs) and National Training Organisations (NTOs) for this area, which is made up of representatives from the relevant occupational sector.

Each NVQ is designed to fit into the National Qualifications Framework (NQF), which allows for the comparison of different qualifications in the UK and throughout Europe.

NVQs are open to all. There are no entry requirements, no prescribed methods of delivery, no time constraints for completion and no age limits. Candidates do not have to achieve their NVQ all at once; unit accreditation is available for those wishing to achieve an NVQ unit by unit over a period of time (within the life of the qualification).

On occasions, special assessment arrangements may be needed in order to provide equal opportunities to candidates with special learner and learning support requirements. You must talk with your assessor, tutor or employer if you think that you need special arrangements.

NVQs are normally available at five levels, which reflect the range of technical and supervisory skills, knowledge and experience that employees should have as they progress in their industry. The sector skills bodies may not always develop the full range of NVQs possible.

NVQs are updated every few years to ensure that they continue to meet the changing needs of the occupational sectors.

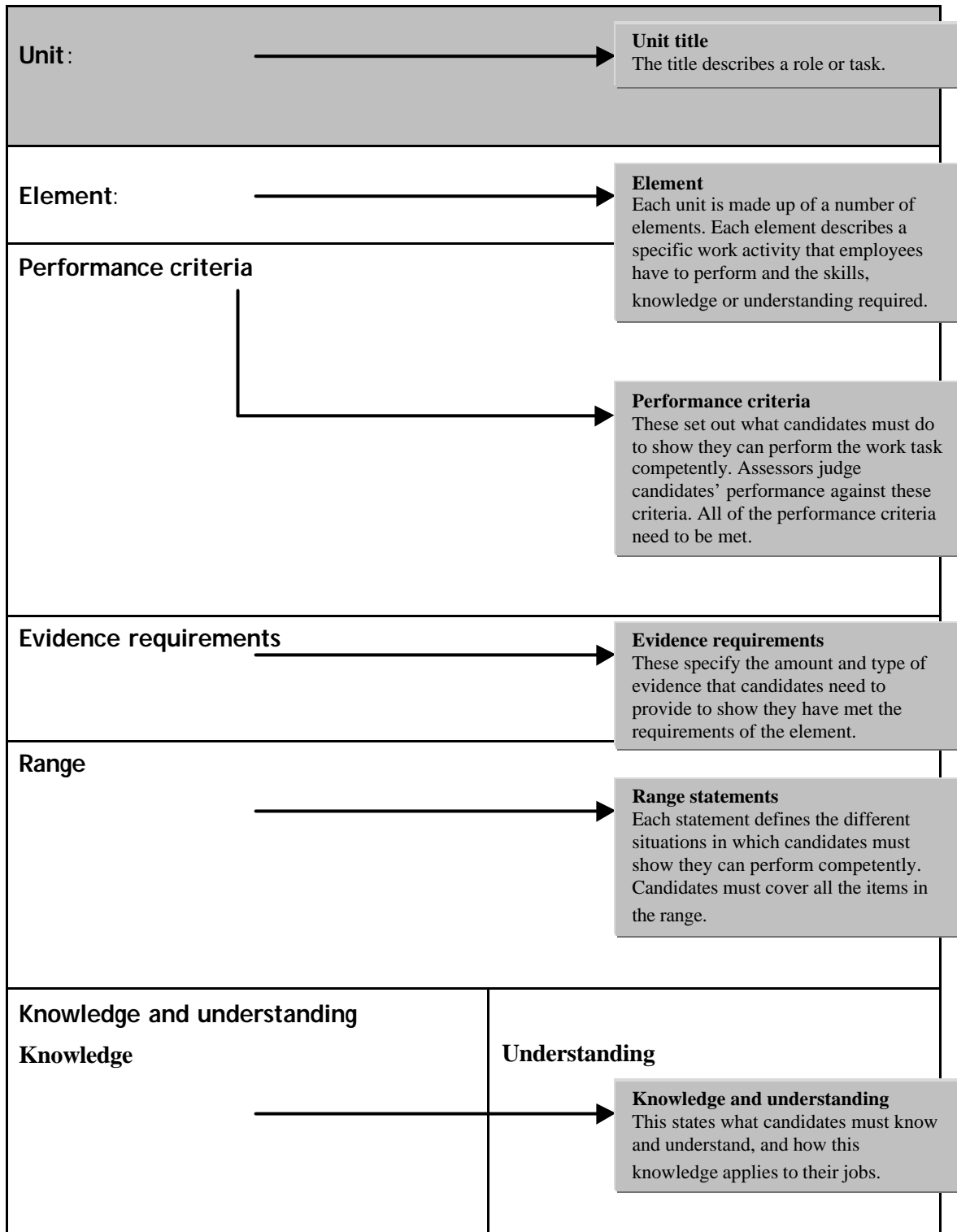
## Explanation of levels

Level	Candidates must show their competence:
<b>Level 1</b>	in a range of activities that are largely routine and predictable.
<b>Level 2</b>	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.
<b>Level 3</b>	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 or responsibility, and often require them to manage others.
<b>Level 4</b>	through complex work activities which 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.
<b>Level 5</b>	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.

## What is the structure of an NVQ unit?

All NVQs have a common structure. Please note that differing sector skills councils may vary the layout of the unit. Please see the specific logbook for your qualification for the exact layout and terminology. They consist of standards that can be broken down into the following parts:

### Unit summary sheet



## Who is involved in NVQs?

A number of people are involvement in NVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

	Who are they?	What is their role?
Centres	Organisations that offer NVQs on behalf of Edexcel. They may be schools, colleges, universities, training providers or employers.	<ul style="list-style-type: none"> <li>• Are responsible for the quality of the qualification. They must work within Edexcel's policies and guidelines.</li> <li>• Appoint assessors and internal verifiers. Centres have a responsibility to ensure competence of assessors, enabling trust to be placed in their decisions, without the need to insist on paper evidence to support every assessment decision.</li> <li>• Review, once a year, the operation of the course and candidates' performance.</li> </ul>
Employers	Employers in this context may represent the actual employer of an employee who is being assessed or may be a provider of work experience opportunities to candidates who are based in a centre.  Employees can be permanent or temporary, paid or voluntary.	<ul style="list-style-type: none"> <li>• Play a key role in the delivery of NVQs. Employers will work with centres to define the training need for an individual, negotiating or defining as needed levels, options and pathways. The agreed programme will depend upon the nature of the business, the business needs as well as the needs of the individual.</li> <li>• Work with assessors to support candidates by providing training and experience opportunities during their NVQ.</li> <li>• Provide assessment evidence through such mechanisms as expert witness statements or observations.</li> </ul>
Candidates	The people who want to achieve the NVQ, eg an employee or a voluntary worker.	<ul style="list-style-type: none"> <li>• Need to show they can perform to national standards in order to be awarded an NVQ or unit(s).</li> </ul>
Assessors	The people who assess the candidates and decide if they have met the required standard, eg supervisors.	<ul style="list-style-type: none"> <li>• Judge candidates' evidence of performance, knowledge and understanding against the national standards and decide whether candidates have demonstrated competence.</li> <li>• Work alongside candidates to guide and give advice as to most efficient and effective ways to collect evidence and demonstrate competence.</li> </ul>
Internal verifiers	Individuals appointed by the centre who ensure that assessors apply the standards consistently, eg supervisors, line managers, assessors.	<ul style="list-style-type: none"> <li>• Advise and support assessors and maintain the quality of assessment in a centre.</li> <li>• Sample assessments systematically to confirm the quality and consistency of assessment decisions.</li> <li>• Ensure that the assessors maintain accurate records of assessments.</li> <li>• Check assessor judgements.</li> </ul>

	<b>Who are they?</b>	<b>What is their role?</b>
Expert Witness	An occupationally competent person with the expertise in specific units of the NVQ who can give a professional opinion as to the competence of a candidate.  Their professional role must involve evaluating the everyday practice of staff.	<ul style="list-style-type: none"> <li>Contribute to the evidence of competent performance in the workplace, especially where there are no occupationally competent assessors for specific optional units.</li> </ul>
External verifiers	Individuals appointed by Edexcel to ensure that standards are being applied uniformly and consistently across all centres offering the NVQ.	<ul style="list-style-type: none"> <li>Check the quality and consistency of assessments so you can be sure the same standards are applied everywhere.</li> <li>Make regular visits to centres to ensure they continue to meet the approval criteria.</li> </ul>
Edexcel	Your awarding body, approved by the regulator to offer qualifications and awards. Edexcel provides qualifications throughout the world.	<ul style="list-style-type: none"> <li>Enable candidate registration.</li> <li>Issue candidates' certificates, so that employers can be sure the qualification has been gained after a rigorous and effective assessment process.</li> </ul>

## How are NVQs achieved?

When you meet the standards described in the components and show that you have the required skills and knowledge, you can then claim that you are competent. You can claim certification for single units or whole awards. Your claim to competence is registered through the awarding body. The awarding body you are registered with for this NVQ is Edexcel. The certification is done through your assessment centre (eg college, employer or training provider).

## How do I start my NVQ?

The process of gaining an NVQ is flexible and depends on your needs.

At the beginning of the process, your assessor will review your existing competence in relation to the standards and identify the most suitable level. The level you start at will depend on the type and breadth of your current job role together with your past experience, qualifications, skills and any relevant prior learning. It may also depend on your employers in terms of which skills are needed to support their business needs.

Getting this part right is important for all of the parts of the NVQ as it is possible that you may do some units at different levels.

## How will I achieve my NVQ?

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

Demonstrate you meet the requirements of the performance criteria by collecting appropriate evidence as specified by the evidence requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your centre. This will usually be someone who knows you, such as a manager or supervisor.

## How are NVQs assessed?

Assessment is based on what you can do and involves you (the candidate), your assessor, an internal verifier and an external verifier — see *Who is involved in NVQs?*

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

- can perform all the specified tasks consistently to the required standard
- understand why you are doing things (knowledge and understanding)
- can apply the required skills in different ways (range).

Assessment is flexible and you can be awarded a certificate for each unit you successfully achieve, even if you do not complete the full NVQ. There is no set period of time in which you need to complete a unit or NVQ (other than the life of the qualification). However, you and your assessor should still set target dates for completing each unit. Be realistic though, as there are many factors such as your previous experience, demands within your workplace and an availability of resources that will affect how quickly you are able to achieve the qualification.

## What is evidence?

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

Evidence can take many forms including:

- the **Accreditation of Prior Achievement (APA)** — where qualifications previously gained can count towards an NVQ unit or where evidence relates to past experience or achievements, this may also be known as Accreditation of Prior Learning (APL)
- **observation of current practice by your assessor** — where evidence is generated from a job or voluntary role
- **expert witness statements** — might be your line manager, a colleague or a customer. You need to work with your assessor to make sure that the witness statements are acceptable
- **work products** — such as work you have undertaken yourself that show a level of understanding or skill. This work may have been done as part of a job or, where permissible, it may have come from a simulation that is as close to a real working environment (RWE) as possible.

More details and possibilities for evidence are provided later in this booklet.

It is important that your evidence is:

- **valid** — it relates to the NVQ standard you are trying to achieve and claim
- **authentic** — the evidence, or an identified part of it (eg a report), was produced by **you**
- **current** — usually not more than two years old, but your assessor will advise on this
- **sufficient** — covers all the areas of competence that are needed.

You should check carefully that your evidence covers all of the above — if you are in any doubt about whether to use a piece of evidence, you should ask your assessor for guidance.

Your evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities that you perform outside your work.

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

When you first begin your NVQ, you and your assessor should identify all units and elements where you can use **integration of assessment**. Further details about integration of assessment can be found on page 8.

### **Demonstrating knowledge, understanding and skills**

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

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

These should be included in your portfolio.

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

For some units, it will be clear to your assessor that you have the required knowledge and understanding from how you carry out your work. There will be other occasions though, when your assessor will be unsure. This could be because your assessor has not had the opportunity to observe all the evidence needed. In these situations, your assessor may wish to assess your knowledge and understanding by asking you some questions. These questions can be given verbally or in writing. Alternatively it may be more convenient for the assessor to ask you do some additional activity.

### **What if I have previous experience or 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 about it. Your assessor may ask you for more proof in the form of letters from previous employers/training providers or details about any courses you have completed and copies of your certificates. For example, you may have completed units from a BTEC First Diploma, which are relevant to some of the units that you are taking for your NVQ.

The process of matching your previous experience and learning is referred to as the Accreditation of Prior Achievement/Learning (APA)/(APL). The purpose of this process is to try and give you some credit towards your NVQ for things you can already do to the National Standards. This means that your assessor should not have to assess you for these things all over again.

However, the success of this process depends on **you** telling **your assessor** what previous qualifications, work experience or knowledge you have and how you think it is relevant to your NVQ.

## When can simulation be used?

Throughout your NQ, 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 ie **it is a realistic working environment (RWE)**.

Simulations should only be undertaken in the minority of cases, where the candidate is unable to complete the standards because of the lack of opportunity within his/her practice, and where the National Occupational Standards permit simulation ie:

- where performance is critical but events occur infrequently and yet a high degree of confidence is needed that the candidate would act appropriately — for example, where there is a high risk of harm or abuse to the individuals, key people in their lives and others, or where events such as medical emergencies occur and competence is vital to ensure best practice and results
- where performance is critical, happens frequently, but where there is risk of harm to the candidate or service user in a real situation, for example, dealing with aggressive or abusive situations (although evidence from direct observation should be used where possible).

Where simulations are used they **must** replicate working activities in realistic workplace environments (RWE). Realistic working environments are defined as those that replicate what is likely to happen when an individual is carrying out his/her normal duties and activities.

## What is integration of assessment?

It is not necessary for you to have each evidence component assessed separately — doing so could result in assessment that takes too long and makes it harder for 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, outcomes or units. You may 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, with your assessor, identify any activities that relate to more than one unit or outcome and arrange for the best way to collect a single piece of evidence that satisfactorily covers all the evidence components.

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 *How to compile your portfolio*.

Look at the assessment guidance that is provided for each unit to help you make sure you produce enough evidence, remember it is the quality of the evidence that is important- not the quantity.

Some NVQs require a co-ordinating assessor. You should check with your centre to see whether you have a co-ordinating assessor who could help you to integrate assessments.

# Section 2: How to compile your portfolio or logbook

## What is a portfolio?

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

A portfolio/logbook can be either electronic or paper based.

You will need to present your evidence in a format that is easy to read and to follow. This section gives suggestions on how to present your evidence. There are also recording forms that will assist you.

The portfolio and any files associated with it are very important and you must keep it safe and, if electronic, keep backups of all of your files. Take advice from your assessor who will help you put an organised set of references in the tracking sheets that will allow your evidence to be easily and quickly found.

You do **not** need to make photocopies of all evidence materials for your portfolio but you do need to state very clearly where that evidence can be found and reference the evidence. Adding additional materials such as training manuals or standard sheets of information is unnecessary — you only need to show the evidence that confirms your abilities.

You can store your evidence and the portfolio as a traditional paper portfolio or you could store both evidence and portfolio as electronic files or a combination of the two. There will always be a need for some paper — in particular the Declaration of Authenticity that is the paper you sign to say the work you present is your own. Take guidance from your centre or assessor.

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

## Planning your portfolio and how you will collect the evidence

Start by talking with your assessor or employer and looking carefully at the units available. You do not have to do the units in the order that they appear in the pack. Look at the guidance that is provided for every unit and that will give ideas as to what you can do. Ideally you should gain as much evidence that crosses different areas as possible, by doing a number of significant tasks. It is really important that you plan your work over time as you may need to negotiate with other people how you will get the chance 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 may take.

A document is provided that could be used to help you plan but if alternative ways of doing this are available in the centre or employment then you should use them instead — they could be part of an appraisal scheme or maybe your centre already uses some sort of candidate pathway document that would fit the purpose.

## What must be in a portfolio/logbook?

If you are producing a paper-based portfolio then a front cover with your name, award, centre or employer would be useful. This record should be placed at the front of your portfolio with a contents page.

If your evidence is electronic then you need to collect all of the documents and forms into one place and make sure they are very carefully named. Putting unit record files into a sub-directory would be a useful way of managing the information. You may be guided in this according to your centre or assessor. However you choose to store the information you will need the following:

**Unit progress and signoff record** (see *Section 3*). This shows which units have been undertaken with a signing-off facility for assessors and verifiers. This document will also show to the verifier that you have the right number of units and that they add up to the total needed to achieve the qualification.

**Candidate declaration of evidence authenticity.** This is **essential** for the assessors to know that you are stating clearly that the evidence you are putting forward is your own work. This is especially important if you and your assessor are communicating and attaching files by email. This declaration may be a separate document or may be attached to the **unit progress record** as in our exemplar provided in this document.

**Candidate personal profile.** Your CV or similar helps the assessor, internal verifier and external verifier to understand your background, what work experience you may have, and the potential for other evidence sources, eg part-time, voluntary work or leisure pursuits.

**A job description,** or summary of duties undertaken if you are in employment, a volunteer or on work placement. An **organisational chart** or description would also be useful showing you in relation to colleagues and managers.

**Witness status list** and sample signatures. These may be available centrally and kept by your centre. This may include their secure email addresses but your assessor will guide you in this.

**Unit record sheets** (see *Section 3*). You can either use the individual word files for each unit provided or build up your set of files in a spreadsheet format.

**Index of evidence.** This does not need to be grouped into units but each piece of evidence should have a reference number that is linked to the unit record sheets that allows your assessors to see which bit of the evidence is put forward for which unit.

## What can be used as evidence?

Evidence could include such things as Word documents and spreadsheets as well as witness statements, observation records, etc. Much of your evidence may be electronic and although print outs may well be appropriate, they are not essential if your assessor can, and is willing to, access the files electronically. Check with your assessor. It is not necessary to take copies of evidence if your assessor and verifier can access them easily in their natural location.

Combinations of formats are appropriate and a slim physical file containing key sign off documents referenced to electronic or paper files is recommended.

There are a number of ways to get evidence:

### Observation

Observing you at work is a common method used in assessing the NVQ.

Observation can be organised in a variety of ways:

- continuously working alongside the assessor/witness
- arranging to work alongside the assessor at specific times
- the assessor planning to visit when particular activities are planned
- arranging with the assessor for particular activities to take place before a visit.

You will be able to add to observation other types of evidence, eg personal statements, records of question and answers or witness testimonies. It is also possible to use tape recordings, video or other technologies to record performance.

### Work products

Products that you have produced during the course of your work can be assessed. Product evidence will also be used a great deal. The exact nature of this evidence will depend on what you do. Examples of product evidence include letters, memos, lists, spreadsheets, presentations and reports. Certificates showing achievement are also considered to be product evidence. Copies of this type of evidence are not required for the portfolio as long as their location is clearly indicated in the tracking documents.

Work products **must** be wholly or partially the result of work you have undertaken. To ensure authenticity, the products may need to be countersigned by a person in a position of responsibility who is able to vouch that the products are all your unaided work.

### Simulated work products

Throughout the 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. The NVQ standards will indicate any units where simulation may be used.

On some occasions, it might not be appropriate for you to be assessed while in the workplace. Examples might be: where the NVQ requires you to carry out emergency or contingency procedures, for safety or confidentiality reasons and/or where your job role does not cover all aspects of the qualification.

In such instances, and if you have no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task that reproduces real-life situations. If simulation is used, care must be taken to ensure that the conditions in which you are being assessed mirror the work environment, ie it is a realistic working environment (RWE).

## **Questioning**

You will have to prove that you have the required knowledge and understanding for each unit. You will often demonstrate it through the production of evidence, though in some cases this will not be possible.

Questioning is the ideal way of proving whether or not you have the necessary knowledge and understanding. Questions may be asked in many forms such as short-answer questions, through projects, multiple-choice tests, case studies, or assignments.

There is likely to be more emphasis on questioning to prove knowledge in areas where evidence is generated through practical working activities, and where there may be no product evidence. Sometimes, your assessor will want to discuss with you the work you have done and record it on a question and answer form. This is called professional discussion.

## **Testimony – personal and witness**

The assessor will not be able to observe everything you do. On such occasions, statements (testimonies) from other people who have seen you working can be useful sources of evidence for the NVQ as they can describe each activity in detail. Generally, testimonies are used to support other evidence produced.

## **Assignments and projects**

Assignments and projects are also useful ways to collect evidence. However, you should ensure you are not being asked for a competence that is not required by the standards.

## **Accreditation of prior learning (APL) and past achievement (APA)**

In assessing you for an NVQ, evidence relating to your past performance and achievements can be used as well as that relating to current performance. Talk with your assessor.

## **Assessment guidance**

To help you, assessment guidance is provided for every unit to help you understand how much evidence will be needed with examples of the type of work needed. Ask your assessor where this is stored. It will normally be part of your log book or part of the materials provided by the centre.

## Section 3: How should evidence be presented?

This section consists of the blank forms referred to in collecting your evidence. It is recommended that you use the electronic version of these documents although the paper-based logbook is also available.

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 this document and on CD-Rom to your centre, which you can use to help you record and present your evidence. We have also provided you with exemplar versions of the forms, which can be found in the Edexcel Candidate logbook, however, your centre may have their own recording documents which they would prefer you to use.

Some of these forms, eg **observation records** and the **record of questions and answers**, will be completed by your assessor. Other forms, eg **witness testimonies**, will be used by people other than your assessor to testify that they have observed you at work. Explanations are given below about how and when these forms should be used.

### Your portfolio/logbook

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

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

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

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so. Each portfolio will be different in content but all should include information about you (the candidate), the organisation where you are undertaking your qualification, the assessor and so on.

### 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 may take.

## Starting your portfolio

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

Your portfolio will need a title page and a contents page. You should also complete a personal profile, which records details about yourself and your job as well as providing information about your employer, training provider or college. Blank samples of these forms are provided in *Section 4*.

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

**Portfolio title page**

**Personal profile**

**Contents checklist**

**Index of evidence**

**Unit assessment plan**

**Unit progress and signoff  
record**

**Element achievement record**

**Knowledge evidence record**

**Personal statement**

**Observation record**

**Witness testimony**

**Record of questions and  
candidate's answers**

**Expert witness evidence**

## **Portfolio recording forms – explanation**

### **1 – Portfolio title page**

The portfolio title page includes your details and the units you have included in your portfolio.

### **2 – Personal profile**

This will include your personal details and details of your work environment.

### **3 – Contents checklist**

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

### **4 – Index of evidence**

The index of evidence should be placed at the front of your portfolio. As you produce pieces of evidence, you should give each piece a unique number. You should then complete the index of evidence so the evidence can be located easily. Every piece of evidence should be numbered and referenced on the index, including evidence that is not located in the portfolio, such as confidential material which has been left in situ in the workplace.

The final column of the sheet should be completed by the internal verifier if your evidence is sampled.

### **5 – Unit assessment plan**

Before you begin to collect any evidence it will be helpful for you to compile, with your assessor's help, an assessment plan. The plan should identify normal work routines, defining the tasks to be carried out, how long the tasks will take and the evidence that will be generated. The tasks should be 'normal working activities' and part of your day-to-day job role, or 'activities needing to be performed', which means opportunities to carry out the tasks need to be generated.

Producing an assessment plan will help to identify suitable opportunities for integrating assessment of different units.

### **6 – Unit progress and signoff record**

This form enables you and your assessor to see at a glance what stage you are at in this qualification.

Each time you achieve a unit of the NVQ, you should put your signature and the date next to the relevant unit title ensuring that your evidence can be easily located. Before signing next to a unit title, you will need to make sure that the assessor has completed the recording documents correctly.

## **7 – Element achievement record**

This lists the performance criteria and scope in an element you need to prove competence for. Each time you meet the requirements of an outcome, you should write the date in the relevant box.

On completion of each element, your assessor will give you feedback about your performance, informing you if you have been successful in achieving the required level of competence for individual outcomes. There is space on the back of the form for your assessor to make comments and/or notes from the feedback session. Make sure that you are clear about the assessment decision and fully understand what has been said. You and your assessor should both then sign and date the form before filing it into the relevant section of your portfolio. Blank forms are included within units in your *Candidate logbook*.

## **8 – Knowledge evidence record**

This lists all the knowledge and understanding requirements you need to demonstrate for a unit.

While working through individual elements, you should tick the appropriate boxes on the form to show which type(s) of evidence you have collected to prove that you have the required level of knowledge and understanding.

Once you are satisfied that you have achieved the knowledge and understanding requirements for the whole unit, your assessor should, as with the element achievement record, note his/her comments from the feedback session on the form. You and your assessor should then sign and date the form before filing it in the portfolio.

Remember that on completion of the unit your assessor should complete your unit progress record.

Blank forms are included within units in your *Candidate logbook*.

## **9 – Personal statement**

You should use a personal statement to record your experience of something, such as how you handled a specific situation. You should describe what you did, how you did it and why you did it. You can refer to other people who were present. This might provide you with a 'witness testimony' which should be noted in the 'links to other evidence' column on the statement form.

You might also use the personal statement to put a piece of evidence in context for your assessor so that he or she can help you decide if it is relevant to your NVQ. For example, you may refer to paperwork that is used in the organisation to pass information to a colleague. It may not be clear to your assessor why you are communicating in this way and a brief explanation from you of its relevance may be required.

## **10 – Observation record**

Your assessor should record his/her observations of you as you work, and:

- describe the skills you use
- describe the activities you perform
- specify the units or parts of the units that are covered by the observation
- provide details of the knowledge and understanding apparent from your performance and the ensuing questions
- list the other units/elements to which the evidence may contribute (integration of assessment).

Your assessor should keep a note of his/her comments and feedback to you. Once completed, the record of the observation should be referenced as evidence and included in your portfolio.

## **11 – Witness testimony**

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

Witness testimony should only be used to support other forms of evidence such as a product. It should:

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

## **12 – Record of questions and candidate’s answers**

This form is used to record any questions your assessor asks you to establish you have the underpinning knowledge and evidence required by a unit. Your answers, or a précis and/or bullet points regarding the issues discussed should also be noted. Both you and your assessor should sign and date the form.

## **13 – Expert witness evidence**

The use of expert witnesses is encouraged as a contribution to the assessment of evidence of your competence, where there are no occupationally competent assessors for occupationally specific units.

Expert witnesses must have:

- a working knowledge of NOS for the units on which their expertise is based
- current expertise and occupational competence, ie within the last two years, either as practitioner or manager, for the units on which their expertise is based.

### **Worked examples**

To give you a clearer picture of how to compile your portfolio, you will find worked examples in your *Edexcel NVQ Candidate logbook*. You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

## Section 4: Portfolio recording forms

The following forms can be used to build your portfolio. These are examples; you are advised to use the Edexcel NVQ paper logbook or electronic files provided by your centre, which will contain some worked examples to help you.



## 1 – Portfolio title page

**Your name :**

---

**Job title :**

---

**Name of employer/training  
provider/college :**

---

**Their address :**

---

**Telephone no :**

---

**NVQ:**

---

**Level:**

---

**Units submitted for assessment:**

---

**Mentor:**

---

**(Please provide details of  
mentor's experience)**

---

**Assessor:**

---

**Date:**

---



## 2 – Personal profile

**Name**

**Address**

**Postcode**

**Telephone no**

**Job title**

### **Relevant experience**

**Description of your current job**

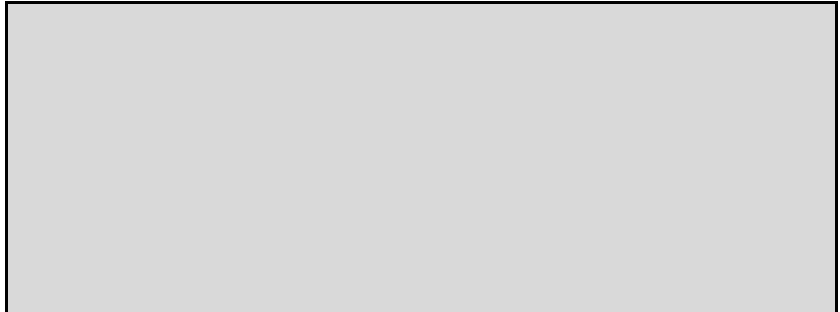
**Previous work experience**

**Qualifications and training**

**Qualifications and training**  
*(continued)*



**Voluntary work/interests**



**Name of employer/training  
provider/college**



**Address**



**Postcode**



**Telephone no**



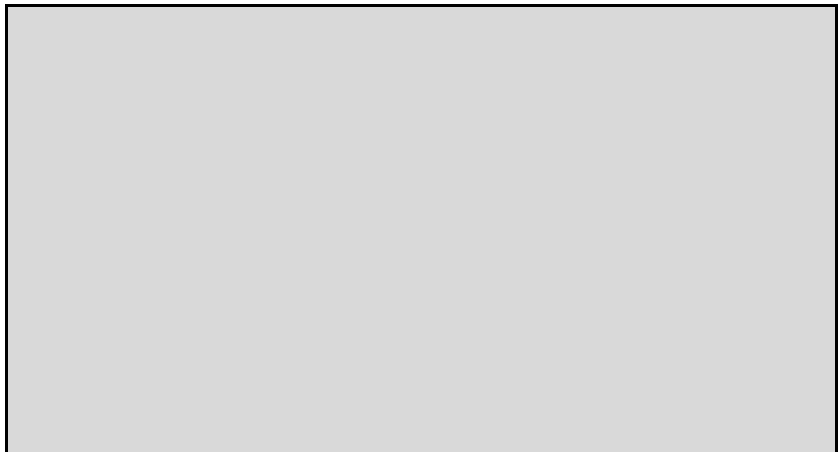
**Type of business**



**Number of staff**



**Structure of organisation  
(include chart or diagram if  
available)**



### 3 – 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
Title page for the portfolio	<input type="checkbox"/>	<input type="text"/>
Personal profile		
• your own personal details	<input type="checkbox"/>	<input type="text"/>
• a brief CV or career profile	<input type="checkbox"/>	<input type="text"/>
• description of your job	<input type="checkbox"/>	<input type="text"/>
• information about your employer/training provider/college	<input type="checkbox"/>	<input type="text"/>
Summary of the units	<input type="checkbox"/>	<input type="text"/>
Completed units		
• signed by yourself, your assessor and the internal verifier (where relevant)	<input type="checkbox"/>	<input type="text"/>
• reference numbers included	<input type="checkbox"/>	<input type="text"/>
• unit assessment plans	<input type="checkbox"/>	<input type="text"/>
Unit progress record	<input type="checkbox"/>	<input type="text"/>
Index of evidence (with cross-referencing information completed)	<input type="checkbox"/>	<input type="text"/>
Evidence (with reference numbers)		
• observation records	<input type="checkbox"/>	<input type="text"/>
• details of witnesses (witness testimony sheets)	<input type="checkbox"/>	<input type="text"/>
• personal statements	<input type="checkbox"/>	<input type="text"/>







## 5 – Unit assessment plan

**Unit:**            **Title:**

**Candidate:**

**Assessor:**

Normal working activities performed

	Typical evidence	Work area	Expected completion date	Links to other units/elements
<b>Element 1:</b>				
<b>Element 2:</b>				
<b>Element 3:</b>				
<b>Element 4:</b>				

*Continued overleaf*

**Activities needing to be performed**

**Element 1:**

--	--	--	--	--

**Element 2:**

--	--	--	--	--

**Element 3:**

--	--	--	--	--

**Element 4:**

--	--	--	--	--

**Additional comments:**

**Assessor's signature :**

**Date :**

**Candidate's signature :**

**Date :**

## 6 – Unit progress and signoff record

Core units				
Unit number	Title	Assessor's signature	Verifier's signature	Date
Optional units				
Unit number	Title	Assessor's signature	Verifier's signature	Date



## 7 – Element achievement record

**Unit title**

**Element**

<b>Performance criteria</b>	Assessor to insert date each time competence is achieved
You need to show that:	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Feedback/comments:</b>	
<b>Candidate:</b> _____	<b>Date:</b> _____
<b>Assessor:</b> _____	<b>Date:</b> _____





**Feedback/comments**

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's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Assessor's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Internal verifier's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## 9 – Personal statement

Date	Evidence index number	Details of statement	Links to other evidence ( <i>enter numbers</i> )	Units, elements, performance criteria and evidence of achievement covered

Candidate's signature: _____	Date: _____
------------------------------	-------------



## 10 – Observation record

<b>Unit/elements(s):</b> _____	
<b>Candidate:</b> _____	<b>Date of observation:</b> _____
<b>Evidence index:</b> _____	

<b>Skills/activities observed:</b>	<b>Performance criteria and evidence of achievement covered:</b>

<b>Knowledge and understanding apparent from this observation:</b>

<b>Other units/elements to which this evidence may contribute :</b>

<b>Assessor comments and feedback to candidate:</b>

I can confirm the candidate's performance was satisfactory.	
<b>Assessor's signature:</b> _____	<b>Date:</b> _____
<b>Candidate's signature:</b> _____	<b>Date:</b> _____



## 11 – Witness testimony

<b>NVQ title and level:</b>	_____
<b>Candidate name :</b>	_____
<b>Evidence index number:</b>	_____
<b>Where applicable, evidence number to which this testimony relates:</b>	_____
<b>Element(s):</b>	<b>Range:</b> _____
<b>Date of evidence :</b>	_____
<b>Witness name :</b>	_____
<b>Designation/relationship to candidate:</b>	_____
<b>Details of testimony:</b>	

I can confirm the candidate's evidence is authentic and accurate.	
<b>Witness signature:</b> _____	<b>Date:</b> _____
<b>Name:</b> _____	

<input type="checkbox"/> <i>ase (✓) tick the appropriate box:</i>
<b>A1/A2/D32/D33 Award</b>
<b>Familiar with the NVQ standards to which the candidate is working</b>







### 13 – Expert witness evidence record

<b>NVQ title and level:</b>
<b>Candidate name :</b>
<b>Evidence index no :</b>
<b>Where applicable, evidence no to which this testimony relates:</b>
<b>Element(s):</b>
<b>Date of evidence :</b>
<b>Expert witness name :</b>
<b>Relationship to candidate:</b>
<b>Details of testimony:</b>
I can confirm the candidate's evidence is authentic and accurate. <b>Expert witness signature :</b> <b>Name:</b> <b>Date:</b>

Please tick (✓) the appropriate box.

- Qualified as an assessor for workplace performance**
- Relevant professional work role that involves evaluating everyday staff practice**
- Current expertise**
- Familiar with the NVQ standards to which the candidate is working**

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