

# Guidance for candidates

NVQ

Edexcel NVQ guidance for candidates

Issue 3

August 2006

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# Section 1: General information about Edexcel NVQs

## Introduction

Please read this guidance, as it gives you up-to-date information about Edexcel NVQs. This should be read alongside the *Edexcel NVQ logbook for candidates* for your qualification.

## What are NVQs?

National Vocational Qualifications (NVQs) are work-based qualifications through which the skills and knowledge people need to perform their jobs effectively are assessed. 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.

The NOS are defined by organisations known as Sector Skills Councils (SSCs) and Standard Setting Bodies (SSBs). These organisations are made up of representatives from the relevant professions, industries and businesses.

Each NVQ is designed to fit into the National Qualifications Framework (NQF), which compares different qualifications in the UK and throughout Europe. You can find out more about the NQF from the Qualifications and Curriculum Authority (QCA) website: [www.qca.org.uk](http://www.qca.org.uk)

NVQs are open to everybody. You do not normally need to meet any entry requirements, or age restrictions, there is no fixed time in which to complete your NVQ and you do not have to achieve it all at once. The only limitation is the lifetime of the qualification.

Sometimes candidates might need special assessment arrangements in order to provide equal opportunities to those with special learning and learning support requirements. You must talk with your assessor, tutor or employer if you think that you might need special arrangements.

NVQs are updated every few years to ensure that they continue to meet the changing needs of the occupational sectors. An explanation of the levels is provided on the following page.

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 job roles. Some SSCs/SSBs may not always develop the of NVQs possible at each level.

## Explanation of levels

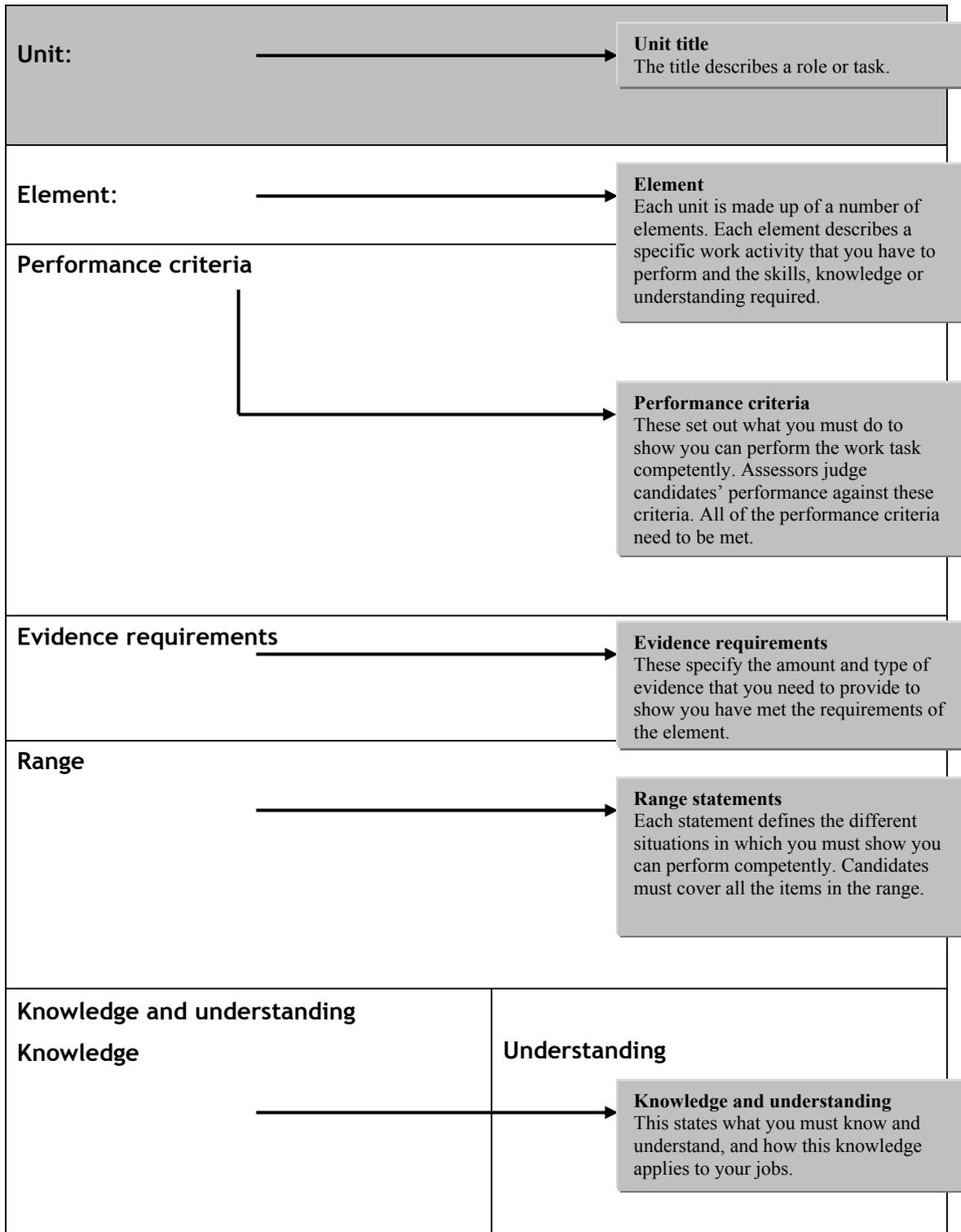
Level	You must show your competence:
Level 1	in a range of activities that are largely routine and predictable.
Level 2	in a broader range of work activities that are less routine and predictable. Your job role will need to have some autonomy and responsibility and may require you to work as part of a team.
Level 3	by applying your knowledge and skills while carrying out a broad range of varied work activities, most of which are complex and non-routine. Your job role will have considerable autonomy or responsibility, and often require you to manage others.
Level 4	through complex work activities, which requires technical knowledge. Your job role requires substantial personal autonomy and often requires you to take responsibility for the work of others and for allocating resources.
Level 5	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. This level 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. Different SSCs or SSBs may vary the layout of a unit. Please see the relevant logbook for your qualification for exact layout and terminology.

NVQs are made up of standards that can be broken down into the following parts, sometimes they might be labelled differently:

### Unit summary sheet



## Who is involved in NVQs?

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

	Who are they?	What is their role?
Centres	<ul style="list-style-type: none"> <li>Organisations that offer NVQs on behalf of Edexcel. They may be schools, colleges, universities, training providers or employers.</li> </ul>	<ul style="list-style-type: none"> <li>They are responsible for the quality of the qualification. They must work within Edexcel's policies and guidelines, for example, to provide a realistic working environment (RWE), where simulation is permitted by the standards.</li> <li>Centres appoint assessors and internal verifiers.</li> <li>Once a year, centres must review the operation of the programme and candidates' performance (see <i>Review and evaluation</i> in Section 4).</li> </ul>
Employers	<ul style="list-style-type: none"> <li>Employers may represent the actual employer of an employee who is being assessed or they may be a provider of work experience opportunities to candidates who are based in a centre.</li> <li>Employees can be permanent or temporary, paid or voluntary.</li> </ul>	<ul style="list-style-type: none"> <li>Employers play a key role in the delivery of NVQs. They work with centres to define the training needs of an individual, negotiating or defining as needed, levels, options and pathways. The agreed programme will depend upon the nature of the environment and, the sector needs as well as the needs of the individual.</li> <li>Employers work with assessors to support candidates by providing training and experience opportunities during their NVQ.</li> <li>Employers provide assessment evidence through such mechanisms as expert witness statements or observations.</li> </ul>
Candidates	<ul style="list-style-type: none"> <li>The people who want to achieve the NVQ, eg employees.</li> </ul>	<ul style="list-style-type: none"> <li>They need to show they can perform to national standards in order to be awarded an NVQ or unit(s).</li> </ul>

	Who are they?	What is their role?
Witnesses	<ul style="list-style-type: none"> <li>Line managers, colleagues or customers with whom the candidate interacts.</li> </ul>	<ul style="list-style-type: none"> <li>Witnesses provide the evidence of a specific aspect of the candidate's achievements. This must be authenticated by the assessor or an expert witness.</li> </ul>
Expert witnesses	<ul style="list-style-type: none"> <li>Occupationally competent people with expertise in specific units of the NVQ, they can give a professional opinion as to the competence of a candidate.</li> <li>Their professional role must involve evaluating the everyday practice of staff.</li> </ul>	<ul style="list-style-type: none"> <li>Expert witnesses contribute to the evidence of competent performance in the workplace, especially where there are no occupationally competent assessors for specific option units.</li> </ul>
Assessors	<ul style="list-style-type: none"> <li>The people who assess the candidates and decide if they have met the required standard, eg supervisors. They must hold a qualification in assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Assessors judge a candidate's evidence of performance, knowledge and understanding against the national standards and decide whether they have demonstrated competence.</li> </ul>
Internal verifier (IV)	<ul style="list-style-type: none"> <li>People appointed by the centre, eg supervisor's line manager, who ensure that assessors apply the standards consistently.</li> </ul>	<ul style="list-style-type: none"> <li>IVs advise and support assessors and maintain the quality of assessment in a centre.</li> <li>They sample assessments systematically to confirm the quality and consistency of assessment decisions.</li> </ul>
External verifier (EV)	<ul style="list-style-type: none"> <li>People appointed by Edexcel to ensure that standards are being applied uniformly and consistently across all centres offering the NVQ.</li> </ul>	<ul style="list-style-type: none"> <li>EVs check the quality and consistency of assessments, both within and between centres by systematically sampling evidence.</li> <li>They make regular visits to centres to ensure that they continue to meet the approval criteria.</li> </ul>
Edexcel	<ul style="list-style-type: none"> <li>Your awarding body, approved by the regulator to offer qualifications and awards. Edexcel provides qualifications throughout the world.</li> </ul>	<ul style="list-style-type: none"> <li>Issues 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 consistently meet the standards described in the elements and show that you have the required skills and knowledge, you can then claim that you are competent. You can claim certification for single units or for the whole qualification. Your claim to competence is registered through your awarding body. The awarding body you are registered with for this NVQ is Edexcel. The certification is claimed from Edexcel through your 'centre' (eg college, employer or training provider).

## How do I start my NVQ?

Gaining an NVQ is flexible and depends on your needs.

At the beginning of the process, your assessor will review your skills, knowledge and experience in relation to the NOS and identify the most suitable NVQ 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. The level you start at may also depend on your employer in terms of the skills they need to support their business.

## How will I achieve my NVQ?

To achieve an NVQ, or a unit of an NVQ, you must demonstrate that you meet the requirements of the performance criteria by collecting the evidence specified in 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 may 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?* on pages 4 and 5.

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 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 lifetime of the qualification).

You and your assessor should set target dates for completing each unit. Be realistic though, as there are many things such as your previous experience, demands in your workplace and access to resources that might 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 can be 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 Experience and Learning (APEL)** – where qualifications you already have can count towards an NVQ unit or where evidence relates to past experience or achievements, this may also be known as Accreditation of Prior Achievement (APA)
- **observation of current practice by your assessor** – where evidence is generated from a job or voluntary role and where your assessor may ask you questions about aspects of what you have done
- **witness statements** – might be a colleague or a customer. You need to work with your assessor to make sure that your witness statements are acceptable
- **expert witness statements** – this would normally be someone working at or above the level of the NVQs you are undertaking, for example, a line or senior manager
- **work products** – such as work you have undertaken yourself that show a level of understanding or skill. You may have carried out this work as part of a job or, where permissible, it may have come from a simulation that is as close to a realistic working environment (RWE) as possible.

There are more details and possibilities for evidence later on in this guidance. There is more information also in the Edexcel NVQ logbook for your qualification.

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 (for example, a report), was produced by **you**
- **consistent** – achieved on more than one occasion
- **current** – usually not more than two years old, but your assessor will advise on this
- **sufficient** – covers all the areas of competence needed, as described in each unit.

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.

You can collect your evidence through a range of sources, such as your job, voluntary work, training and interests/activities outside your work. You can produce your evidence in various formats, eg reports, work products, testimonies from colleagues, supervisors or members of the public, projects, models, audio tapes, photographs, videos.

When you begin your Edexcel 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 9.

## Demonstrating knowledge, understanding and skills

In order to meet the standards, you might also need to prove your knowledge and understanding. Each unit gives a list summarising the knowledge, understanding and skills you must possess. Evidence of how you have achieved and applied this could be included 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.

All your varying types of evidence should be included in your portfolio/logbook or cross-referenced to where they are kept in your workplace or electronically.

## 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 knowledge and understanding needed from how you carry out your work. There will be other occasions 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 evidence needed. In these situations, your assessor might assess your knowledge and understanding by asking you some questions. These questions can be given verbally or in writing. Sometimes it may be more convenient for the assessor to ask you to carry out an additional activity.

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

If you have previous work experience, skills, knowledge and understanding which you feel is relevant to your NVQ, you should tell your assessor about it. Your assessor might ask you for more proof in the form of, for example, letters from previous employers/training providers or details about any courses you have completed and will need to see your certificates. For example, you may have completed units from an Edexcel Level 3 BTEC National Diploma, which are relevant to some of the units that you are taking for your Edexcel Level 3 NVQ.

The process of matching your previous experience and learning is referred to as the *Accreditation of Prior Experience and Learning (APEL)*. The purpose of this process is to try and give you some credit towards your Edexcel NVQ for things you can already do at the level of the NVQ. This means that your assessor should not have to assess you for these things all over again.

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

## When can simulation be used?

Throughout your NVQ, you should be able to carry out real work activities so assessment will normally be carried out in your workplace. The NVQ will normally specify which units may need a differing approach.

There may be times, however, when it might not be appropriate for you to be assessed while you are working. For example 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 of the qualification. 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, by your assessor, to ensure that the conditions in which you are assessed mirror your work environment or the environment needed ie a **realistic working environment (RWE)**.

Simulations are normally undertaken in a minority of cases, where the candidate is unable to complete the standards because of the lack of opportunity within that work role practice, and **where the National Occupational Standards permit simulation** ie:

- where there is a high risk of harm to you or others, or where events such as medical emergencies or health and safety issues occur
- where there is risk of harm to you or service user in a real situation, for example, dealing with aggressive or abusive situations or using specified equipment.

You and your assessor should check the standards carefully to find out the SSCs/SSBs view of what constitutes a realistic working environment. Normally SSCs/SSBs will say which units and elements are suitable for this approach.

## 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 that makes it harder for you to achieve and your assessor to make judgements.

There will be times when you will be able to use one piece of evidence to prove your competence across several different elements, outcomes, performance criteria or units. You may find that evidence is relevant for different units – this is called **integration of assessment**.

When you 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 your 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 that you produce enough evidence. Remember – it is the quality of the evidence that is important – not the quantity.

Some NVQs need 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/logbook?

A portfolio/logbook is 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 unit and/or qualification.

A portfolio/logbook can be 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 you suggestions on how to present your evidence. There are also 'recording forms' to help you.

The portfolio/logbook 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 your portfolio/logbook 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 your evidence can be found and to make sure that it is referenced. Including additional materials such as training manuals or standard sheets of information is unnecessary – you only need to show the evidence that confirms your abilities to carry out your work.

You can store your evidence and your portfolio/logbook as a traditional paper-based document or you could store both your evidence and portfolio/logbook as electronic files or a combination of the two. There will always be a need for some paper – in particular the Declaration of Authenticity, 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.

Your portfolio/logbook should include information about you (the candidate), the organisation where you are working and undertaking your qualification, the assessor and so on.

The production of a well-organised, clearly-labelled portfolio/logbook 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/logbook, they will find the task of making judgements about your competence much easier if the information in it is presented in a logical sequence.

### How will you plan your portfolio/logbook and the collection of your evidence?

Start by talking with your assessor and/or employer, 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 it will give you ideas as to what you can do and the kind of evidence required. Ideally you should gain as much evidence as possible that crosses different areas, 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 about opportunities to collect evidence.

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.

We have given you a documentation that can be used to help you plan but, there must be other ways of doing this in your centre or in your workplace and you can use them instead. These other planning methods might be part of a personal development plan or maybe your centre already uses some sort of candidate related document that would fit the purpose.

### What must be in a portfolio/logbook?

- **Title page.** If you are producing a paper-based portfolio then a front cover with your name, qualification title, centre or employer would be useful. This record should be placed at the front of your portfolio along with a contents page.
- **Candidate personal profile.** Your CV, or similar helps the assessor, internal verifier and external verifier to understand your background, any work experience you have, and the potential for other evidence sources, eg part-time or voluntary work or leisure pursuits. Your 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.
- **Contents page.** The contents page is to help you build and structure your portfolio/logbook as well as giving you and all the assessors and verifiers access information and evidence quickly. 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 as part of your records.
- **Index of evidence.** This does not need to be grouped into units but each piece of evidence should have a reference number linked to the unit record sheets and allows your assessors to see which bit of the evidence is put forward for which unit.
- **Unit progress and sign-off 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 the example given in this document.

- **Witness status list** and sample signatures. These may be available centrally and be kept by your centre. The information may include witnesses, secure email addresses but your assessor will guide you.
- **Unit record sheets for elements and knowledge** (see *Section 3*). You can either use the individual Word files or forms for each unit provided or build up your set of files in a spreadsheet format.

## What can be used as evidence?

Evidence could include things such as electronic documents, spreadsheets and databases and any form of work product; 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 of evidence are fine and a slim physical file containing key sign-off documents referenced to electronic or paper files saves having a bulky and difficult-to-use portfolio/logbook.

There are a number of ways to get evidence, they are given below.

### Observation

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

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 questions and answers or witness testimonies. You can also use tape recordings, video, CD ROM or other technology 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 from training or other qualifications, showing achievement are also considered to be product evidence. Copies of this type of evidence are not essential for the portfolio as long as their location is clearly indicated in the tracking documents, for example the evidence index.

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 your NVQ, you will be carrying 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.

Occasionally, it might not be appropriate for you to be assessed while in the workplace. Examples can 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 of the qualification.

In these situations, 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 and professional discussion**

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 related to specific tasks/activities. Questions can be asked in many forms for example through work related discussions with the assessor, as short-answer questions, through projects or assignments.

Questioning is more likely to be used to prove knowledge in areas where your evidence is generated through practical working activities, and you do not have 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, witness and expert witness**

The assessor will not be able to observe everything you do. When they are not able to observe you statements (testimonies) from other people who have seen you working can be useful sources of evidence for your NVQ as they can describe each activity in detail. Generally, testimonies are used to support other evidence that you have produced. (See the table on pages 4-5 for more information about witnesses.)

## **Assignments and projects**

Work-based or related assignments and projects are also useful ways to collect integrated evidence. These should be planned well with your assessor to capture as much evidence as possible.

## **Accreditation of Prior Experience and Learning (APEL)**

In the assessment for your NVQ, evidence relating to your past performance and achievements can be used as well as that which relates to current performance. Talk with your assessor about this right at the start of your NVQ.

## **Assessment guidance**

To help you, guidance on evidence is provided within every NVQ unit. It will help you understand how much evidence you will need and gives you examples of the type of work needed. Ask your assessor where this is stored. It will normally be part of your Edexcel NVQ logbook or will be part of the materials provided by your centre.



## Section 3: How should evidence be presented?

This section contains the forms you need to help you collect your evidence and gives you suggestions on how to layout and present your evidence. It is recommended that you use an electronic version of the *Edexcel NVQ logbook for candidates* where they are available, although there is also a paper-based *Edexcel NVQ logbook for candidates*.

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.

There are forms in this document and on a CD ROM that your centre should have, which you can use to help you record and present your evidence. We have also provided you with example forms that have been completed, these can be found in the *Edexcel NVQ logbook for candidates*, however, your centre may have their own recording documents which they would prefer you to use for your NVQ qualification.

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

The *Edexcel NVQ logbook for candidates* gives you all the information you will need from the standards, including the evidence requirements for your NVQ qualification. It would be useful to look at this as you go through this guidance. A portfolio or 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 unit or a qualification.

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

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.

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

## Planning your portfolio

Start by reading carefully 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 the order they appear in the logbook or national standards. There might 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 might 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.

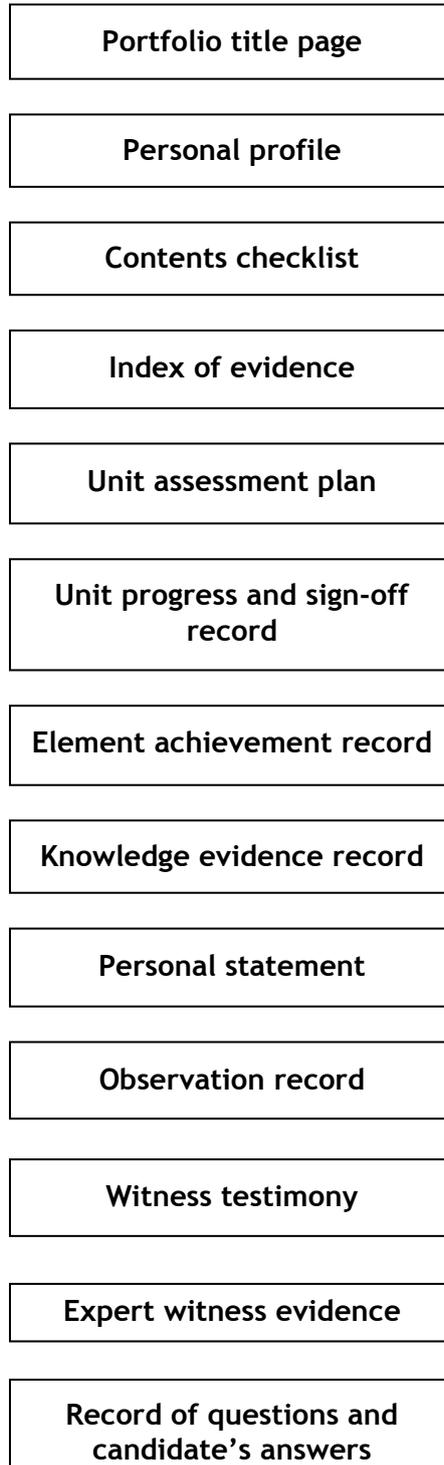
Before you start looking for different kinds of evidence and deciding if they should be included in your portfolio, you will find it helpful to plan how you will carry out the tasks and how long they may take.

## Starting your portfolio

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

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. Samples of these forms are in *Section 4*.

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



## Portfolio/logbook recording forms – explanation

All these forms are part of the *Edexcel NVQ logbook for candidates*.

### 1 – Portfolio/logbook 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 and work environment details. You could use a current CV here instead.

### 3 – Contents checklist

You might also find it useful to complete the checklist, in *Section 4*, as you work your way through your portfolio/logbook. This will help you to see if you have included all the relevant items. Once you have completed your portfolio/logbook, 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 near the front of your portfolio. As you produce 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 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 that you need opportunities to carry out the tasks.

Producing an assessment plan will help to identify:

- suitable opportunities for integrating assessment of different units
- any activities/tasks which may need to be undertaken through simulation
- any competences that may require specific assessment opportunities.

## **6 – Unit progress and sign-off 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 your assessor has completed the recording documents.

## **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. The standards will normally indicate how many times you will need to perform activities, if in doubt discuss this with your assessor.

When you have completed each element, your assessor will give you feedback about your performance, telling you if you have been successful in achieving the required level of competence for individual outcomes. There is space on the back of the element achievement 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 then sign and date the form before filing it in the relevant section of your portfolio.

## **8 – Knowledge evidence record**

This lists all the knowledge and understanding requirements for a unit. It is important that you understand the knowledge requirements relating to the expectations and requirements of your job role.

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 their 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 when you have completed your unit your assessor should complete your unit progress record.

## **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 you should note in the ‘links to other evidence’ column on the statement form.

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

## **10 – Observation record**

Your assessor should record their 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 any questions asked during or after performance
- list the other units/elements to which the evidence may contribute (integration of assessment).

Your assessor should keep a note of their 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**

Occasionally your assessor might not be able to observe you carrying out certain aspects of your job. If this happens, it might be appropriate for another person to comment on your performance by completing a statement called a ‘witness testimony’.

Witness testimony should be used only 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 relate specifically your performance to the NVQ standards
- be authenticated by the inclusion of the witness’s signature, role, address, telephone number and the date.

## **12 – Expert witness evidence**

The use of expert witnesses is encouraged as a contribution to the assessment of evidence of your competence, where there is not an appropriately qualified assessor for very specialised NVQ units.

Expert witnesses are expected to have:

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

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

This form is used to record any questions your assessor asks you to establish whether 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.



## Section 4: Portfolio/logbook recording forms

The following forms can be used to build your portfolio. These are examples. You are advised to use the *Edexcel NVQ logbook for candidates* paper or electronic logbook provided by your centre, which will contain some worked examples to help you. Each of the units in the logbook contains the full standards you will be working on.

### Worked examples

To give you a clearer picture of how to compile your portfolio, you will find worked examples in your *Edexcel NVQ logbook for candidates*.

If you are unsure how to use your logbook, build your portfolio or use any of the forms, ask your assessor for help and advice.



## Example form 1 – Portfolio title page

<b>NAME:</b>	
<b>JOB TITLE:</b>	
<b>NAME OF EMPLOYER/TRAINING PROVIDER/COLLEGE:</b>	
<b>THEIR ADDRESS:</b>	
<b>POSTCODE:</b>	
<b>TELEPHONE NUMBER (HOME):</b>	<b>(WORK):</b>
<b>EMAIL ADDRESS:</b>	<b>FAX NUMBER:</b>
<b>NVQ:</b>	
<b>LEVEL:</b>	
<b>UNITS SUBMITTED FOR ASSESSMENT:</b>	
<b>MENTOR:</b>	
<b>(PLEASE PROVIDE DETAILS OF MENTOR'S EXPERIENCE):</b>	
<b>ASSESSOR:</b>	<b>DATE:</b>



## Example form 2 – Personal profile

<b>NAME:</b>	
<b>ADDRESS:</b>	
<b>POSTCODE:</b>	
<b>TELEPHONE NUMBER (HOME):</b>	<b>(WORK):</b>
<b>EMAIL ADDRESS:</b>	<b>FAX NUMBER:</b>
<b>JOB TITLE:</b>	
<b>RELEVANT EXPERIENCE</b>	
<b>DESCRIPTION OF YOUR CURRENT JOB:</b>	
<b>PREVIOUS WORK EXPERIENCE OR ATTACH COPY OF A CURRENT CV:</b>	
<b>QUALIFICATIONS AND TRAINING AND/OR ATTACH COPY OF A CURRENT CV:</b>	

*continued overleaf...*

**VOLUNTARY WORK/INTERESTS:**

**NAME OF EMPLOYER/TRAINING PROVIDER/COLLEGE:**

**ADDRESS:**

**POSTCODE:**

**TELEPHONE NUMBER (WORK):**

**FAX NUMBER:**

**EMAIL ADDRESS:**

**TYPE OF BUSINESS, IF EMPLOYER:**

**NUMBER OF STAFF:**

**STRUCTURE OF ORGANISATION (INCLUDING CHART OR DIAGRAM IF AVAILABLE):**

### Example form 3 – Contents checklist

NVQ title:		
Candidate:		
	Completed?	Page/section number
Title page for the portfolio		
<b>Personal profile</b> <ul style="list-style-type: none"> <li>• your own personal details</li> <li>• a brief CV or career profile</li> <li>• description of your job</li> <li>• information about your employer/training provider/college</li> </ul>		
Summary of the units		
<b>Completed units</b> <ul style="list-style-type: none"> <li>• signed by yourself, your assessor and the internal verifier (where relevant)</li> <li>• reference numbers included</li> <li>• unit assessment plans</li> </ul>		
Unit progress records		
Index of evidence (with cross-referencing information completed)		
<b>Evidence (with reference numbers)</b> <ul style="list-style-type: none"> <li>• observation records</li> <li>• details of witnesses (witness testimony sheets)</li> <li>• personal statements</li> </ul>		







## Example form 5 – Unit assessment plan

NVQ title:				
Unit:				
Candidate:			Assessor:	
Normal working activities performed				
	TYPICAL EVIDENCE	WORK AREA	EXPECTED COMPLETION DATE	LINKS TO OTHER UNITS/ELEMENTS
ELEMENT:				
ELEMENT:				
ELEMENT:				
Activities needing to be performed				
ELEMENT:				
ELEMENT:				
ELEMENT:				
Additional comments				
Assessor's signature:			Date:	
Candidate's signature:			Date:	







## Example form 7 – Element achievement record

NVQ title and level:				
Candidate:				
Assessor:				
Unit title:				
Element				
Performance criteria: You need to show that:		<i>(Assessor to insert date each time competence is demonstrated)</i>		
Evidence requirements:				
Range:		<i>(Use the boxes to record range with reference to element requirements)</i>		

*continued overleaf...*

**Feedback/comments:**

**Assessor's signature:**

**Date:**

**Candidate's signature:**

**Date:**

## Example form 8 – Knowledge evidence record

NVQ title and level:									
Candidate:					Assessor:				
<p><b>Unit title</b></p> <p>You must show that you have the knowledge and understanding for this unit. Your performance evidence might help to show this, but it is likely that you will need additional evidence (eg answers to questions). The National Occupational Standards detail the knowledge and understanding required to carry out competent practice for the performance described in this unit.</p> <p>When using the standards it is important to read the knowledge requirements in relation to expectations and requirements of your job role.</p> <p>You need to show that you know, understand and can apply in practice:</p>									
Knowledge and understanding for this unit:	Type of evidence								
	EI	O	P	WT	S	APEL	Q&A Date	EWE	PD
<p><b>Feedback/comments:</b></p>          									
<p>The candidate has satisfied the assessor and the internal verifier that the performance evidence and criteria, the range, and knowledge and understanding requirements have been achieved.</p>									
Candidate's signature:							Date:		
Assessor's signature:							Date:		
Internal verifier's signature:							Date:		
COLUMN KEY:	EI = EVIDENCE INDEX NUMBER			O = OBSERVATION			P = PERSONAL STATEMENT		
	WT = WITNESS TESTIMONY			S = SIMULATION			APEL = ACCREDITATION OF PRIOR EXPERIENCE AND LEARNING		
	Q&A = QUESTIONS & ANSWERS			EWE = EXPERT WITNESS EVIDENCE			PD = PROFESSIONAL DISCUSSION		



## Example form 9 – Personal statement

NVQ title and level:				
Unit/element(s):				
Candidate:				
Purpose of statement:				
Evidence index number:				
Date	Evidence index number	Details of statement	Links to other evidence <i>(enter numbers)</i>	Units, elements and PCs covered
Candidate's signature:			Date:	
Assessor's signature:			Date:	



## Example form 10 – Observation record

NVQ title and level:	
Unit/element(s):	
Candidate:	Date of observation:
Evidence index number:	
<b>Skills/activities observed:</b>	<b>PCs and range 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.	
Assessor's signature:	Date:
Candidate's signature:	Date:



## Example form 11 – Witness testimony

NVQ title and level:	
Candidate name:	
Evidence index number:	
Where applicable, evidence number to which this testimony relates:	
Unit:	
Element(s):	
Range:	
Date of evidence:	
Witness name:	
Relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Witness signature:	
Name:	Date:
Contact telephone number:	
<i>Please tick (✓) the appropriate box.</i>	
<input type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input type="checkbox"/>	FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING



## Example form 12 – Expert witness evidence record

NVQ title and level:	
Candidate name:	
Evidence index number:	
Where applicable, evidence number to which this testimony relates:	
Unit:	
Element(s):	
Date of evidence:	
Expert witness name:	
Relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Expert witness signature:	
Name:	Date:
Contact telephone number:	
<i>Please tick (✓) the appropriate box.</i>	
<input type="checkbox"/>	QUALIFIED AS AN ASSESSOR FOR WORKPLACE PERFORMANCE
<input type="checkbox"/>	RELEVANT PROFESSIONAL WORK ROLE THAT INVOLVES EVALUATING EVERYDAY STAFF PRACTICE
<input type="checkbox"/>	CURRENT EXPERTISE
<input type="checkbox"/>	FAMILIAR WITH THE NVQ STANDARDS TO WHICH THE CANDIDATE IS WORKING



## Example form 13 – Record of questions and candidate’s answers

NVQ title and level:	
Candidate name:	
Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate’s responses:	
Q:	
A:	
Q:	
A:	
Assessor’s signature:	Date:
Candidate’s signature:	Date:

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August 2006

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