

Completing the assessment portfolio

Workbook

Introduction

Programme overview

- This training programme is a step-by-step guide to completing a portfolio of assessment evidence.
- It contains six very short instructional videos, with a total running time of 15 minutes.

Target audience

- Trainees completing a portfolio of evidence to demonstrate competence against a qualification's assessment criteria, such as: NVQs and apprenticeships.
- Assessors who monitor Trainees' progress and their completion of portfolios of evidence.

Learning outcomes

By the end of the training, users will:

1. look forward to the building of their portfolio and set out a strategy for the production of a **clearly organised file, forms and evidence** of learning
2. be able to **add unique reference numbers** to their evidence of learning
3. be able to determine if a piece of **evidence meets a required assessment criterion** and, where appropriate, cross-reference this evidence to all relevant assessment criteria
4. be able to complete the **Unit Tracking Sheets** accurately
5. be able to complete the **Contents Page** accurately
6. be able to complete the **Evidence Cross-Reference Matrix** accurately
7. build a **well-organised portfolio** of evidence that is easy to **navigate**.

Course structure

- [Episode 1 - Building a rewarding portfolio of evidence](#)
- [Episode 2 - Types of evidence](#)
- [Episode 3 - Adding unique reference numbers](#)
- [Episode 4 - Using the Unit Specification creatively](#)
- [Episode 5 - Monitoring progress and navigating your portfolio](#)
- [Episode 6 - A recap on the structure and purpose of your portfolio](#)
- [Top tips on how to do well](#)
- [Memory survey](#)

How to use this training resource

Use the link below to watch the short videos while following along with this workbook, completing the exercises and building your skills as you go.

<https://ccqi.org.uk/completing-the-assessment-portfolio>

Episode 1 Building a rewarding portfolio of evidence

Content

- The basic content of a portfolio
- Building a portfolio is rewarding

Duration: 1:23

Transcription

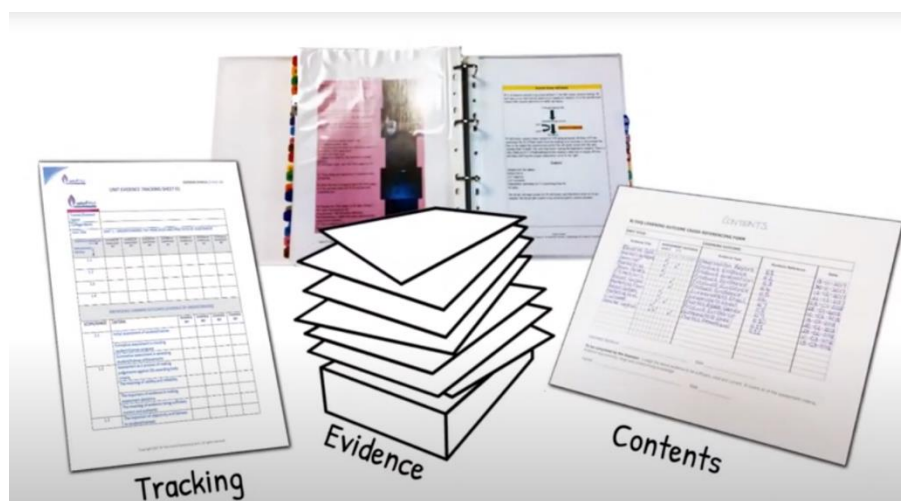
This short training programme will teach you how to write your very own book – a book full of the illustrations and experiences you collect on the journey towards completing your work-based learning qualification. A book that represents the reward for your investment and study.

Studying for any qualification is an uplifting, enriching experience, but with work-based qualifications centred on the building of a portfolio, there's this significant added benefit:

the feeling that you are becoming a collector, a curator and an author.

The purpose of this training programme is to help you record that journey in the most effective and efficient way, while inspiring you to seek out a variety of experiences and evidence that will help you demonstrate and record your learning and abilities against each of your qualification's assessment criteria.

And here's what your finished book – your portfolio – might look like.



It's basically made up of three elements:

- the **Evidence** of your learning
- **Unit Tracking Sheets** to show how this evidence demonstrates your learning and your competence, and
- a **Contents Page**, so that you can find anything with ease.

Next lesson

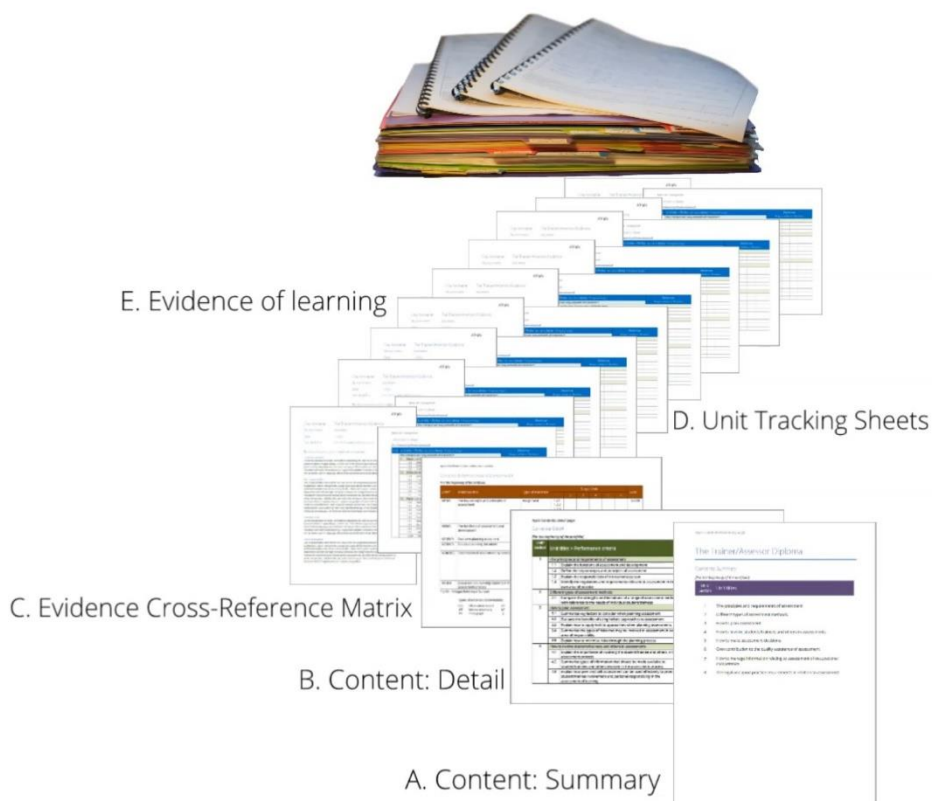
In the next episode, we'll look at the many different types of evidence you can collect... and you might just find that these inspire you to seek out learning experiences in many different ways.

To summarise

- Producing a portfolio of evidence is an engaging and rewarding activity.
- If you take time to study the portfolio-building process you will save time and make the most of your work and learning experiences.
- A portfolio is made up of three elements:
 - **Evidence** of learning
 - **Unit Tracking Sheets**
 - a Contents Page.

Over the next five short episodes, we'll help you understand the whole structure of the portfolio, as can be seen in this image.

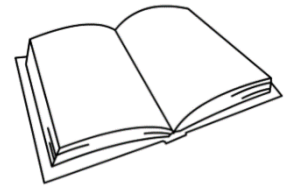
The structure of a portfolio of learning evidence



Episode 2 Types of evidence

Content

- Identifying the many types of evidence that can be used to build a portfolio



Duration: 2:25

Transcription

Evidence of your learning can be shown in a variety of ways. In this episode, we're going to look at the most common types of evidence you might include in your portfolio.

An **Observation Record (OBS)** is written by a trainee's trainer/assessor after watching them carry out an activity; an activity that demonstrates they are competent in one or more of the qualification's assessment criteria.

Observation record



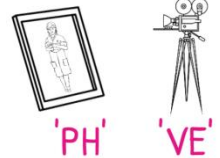
Witness testimony



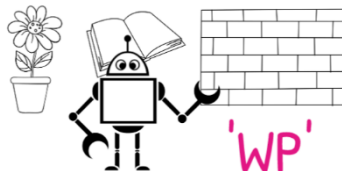
A **Witness Testimony (WT)** is similar to an observation record - it's a written account of a trainee's performance, but this time made by someone other than the trainer/assessor; a person qualified to make a professional judgement about what they've just seen.

A **Photograph (PH)** or **Video (VE)** of a trainee carrying out an activity can also contribute to evidence of their competence, as can a visible output of their

Photograph or Video



Work product



work role, which is known as a **Work Product (WP)**. Naturally, these will vary greatly depending on your particular occupation.

Writing answers to specific **Questions (Q)** is an ideal way for trainees to demonstrate understanding to their trainer/assessors. Questions can, of course, be verbal, though thought would need to be given to how these might be recorded so that they can contribute well to the trainees' evidence base and portfolio.

Questioning



Professional discussion



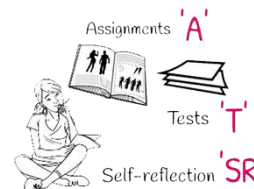
Professional Discussion (D) between the trainee and their trainer/assessor can allow them to demonstrate a wider understanding of a subject than simply answering specific questions. While these should be genuine discussions, they must be led by the trainee rather than the trainer/assessor. The aim is still for the trainee to demonstrate they are competent in one or more of the qualification's assessment criteria.

Accreditation of prior learning



A trainee may be able to claim competence for some of the assessment criteria by presenting the work they completed in their professional life before beginning the programme. This **Accreditation of Prior Learning (APL)** helps prevent needless repetition and can increase trainees' motivation and rate of progress.

Other forms of evidence include completed **Assignments (A)** and formal **Tests (T)**, as well as trainees' own **Self-reflection (SR)** on the learning they've gained from particular experiences. These allow trainees to demonstrate to themselves, and their trainer/assessors, how their learning is progressing. Testing their theory knowledge in this way, builds trainees' confidence in what they now know, while identifying any gaps they're yet to fill.



Evidence of competence, then, can take on many different forms, and categories can be abbreviated as required depending on the specialisms in your qualification.

Next lesson

In the next episode, we'll look at how to organise all of this evidence using *Unique Reference Numbers*.

To summarise

Evidence of competence can take on many different forms, including:

- OBS Observation Records
- WT Witness Testimonies
- PH Photographs
- VE Videos
- WP Work Products
- Q Answers to questions
- D Professional Discussion
- APL Accreditation of Prior Learning
- A Assignments
- T Tests
- SR Self-reflection

Other categories can be abbreviated as required depending on the specialist area of your qualification.

Task

Consider your work role while reading the *types of evidence* below. Your task is to write two or three possible examples of evidence for each type.

Additional challenge

Make references to specific assessment criteria from your qualification for each example.

Types of evidence		Examples
OBS	Observation Records	<i>Your assessor carrying out an observation of you completing one of your work responsibilities.</i>
WT	Witness Testimonies	
PH	Photographs	
VE	Videos	
WP	Work Products	
Q	Answers to questions	
D	Professional Discussion	
APL	Accreditation of Prior Learning	
A	Assignments	
T	Tests	
SR	Self-reflection	

Episode 3 Adding unique reference numbers

Content

- Choosing a Unique Reference Number system
- Examples of referenced evidence

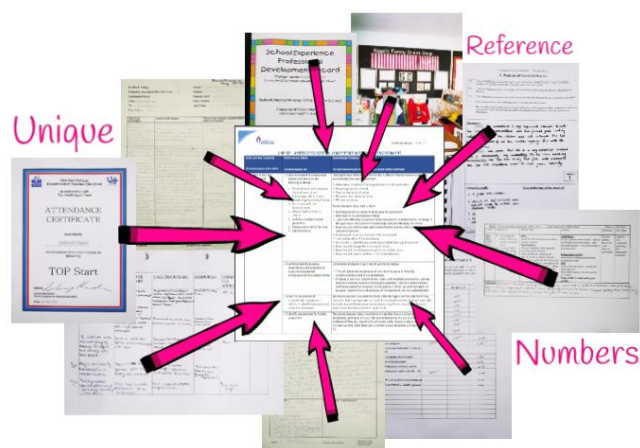
Duration 1:37

Transcription

In this episode, we'll look at how to organise all of your evidence of learning using **Unique Reference Numbers**.

A completed portfolio – the illustrations and accounts of all of your learning – may contain hundreds of pieces of evidence. So it's important at the outset to create a **referencing system** that enables you to use each piece of evidence efficiently.

In other words, it's important to claim all of the appropriate learning outcomes and performance criteria to which the evidence relates. And as you can imagine, this greatly speeds up the completion of your qualification.

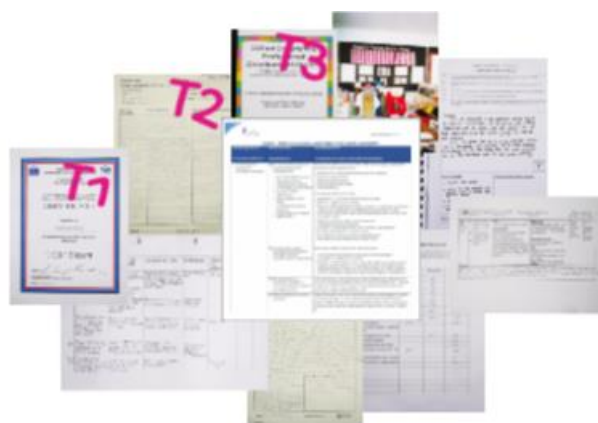


You're free to devise your own numbering system as long as it follows two simple rules:

- the number you give to each piece of evidence must be *unique*, and
- you must use the *same system throughout the whole portfolio*.

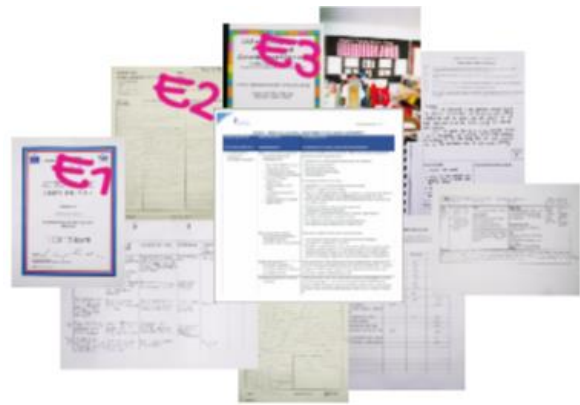
You may simply wish to use the first letter of your name followed by a number.

Such as (for Tony): T1, T2, T3, etc..



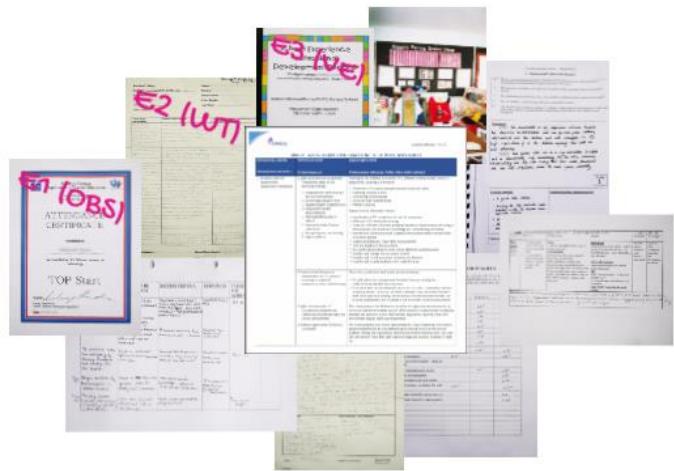
Or you might choose 'E' for 'evidence':

So that would be: E1, E2, E3, and so on...



You may even wish to include in the type of evidence you're recording, alongside each unique number. For instance:

E1 (OBS)
E2 (WT)
E3 (VE), and so on.



As long as you are consistent and each number is only used once, you can use whatever system is most meaningful to you.

Next lesson

In the next episode, we'll look at how to use a *Unit Specification* creatively, and how to determine if a piece of evidence enables you to claim competence for a specific performance criteria.

To summarise

- You're free to devise your own **referencing system** – Unique Reference Number (URN)
- The number you give to each piece of evidence must be **unique**
- You must use the **same system** throughout the whole portfolio.

Task

Decide on the *Unique Referencing System* you intend to use.

Episode 4 Using the Unit Specification creatively

Content

- How to determine if a piece of evidence meets the claimed criterion
- Using the unit specification to plan learning

Duration: 3:07

Transcription

In this episode, we'll look at how to use a *Unit Specification* creatively and how to determine if a piece of evidence contributes towards your qualification.

A unit's *Learning Outcomes* and *Performance Criteria* set out an exciting vision of your future self – all of the things you'll be able to do as a result of your next period of study.

Throughout these studies, you'll be carrying out tasks as part of your work-role alongside the assignments and projects set by your trainer/assessor. All of this is designed to help you learn new skills, gain new insights, and develop confidence in your role.

So your constant focus should be on collecting evidence that clearly shows every one of these changes.

- If you learn a new skill, what evidence do you have that shows this?
- If you gain a new insight, what's the evidence that demonstrates this new insight?

Let's start by looking at an easy example from the Trainer/Assessor Diploma. This is Aya, and she's working on Unit 2. Once she's completed this unit, she'll know how to: 'Plan the assessment of a trainee's occupational competence in a work environment'. But what *evidence* will show that she can effectively plan these assessments?

Here is Aya's overview/planning document. It sets out: her trainees' names, work roles, and employers, along with the dates she's scheduled for each assessment and the competence she plans to assess.

Supporting this overview, Aya has also produced a detailed plan for each visit, setting out:

- how she intends to carry out the assessment, and
- the questions she intends to ask.

So let's annotate a copy of Unit 2's requirements to see which performance criteria these two pieces of evidence would enable Aya to claim. As we can see, Aya can claim the first three elements of performance criteria 1.1. But now it's time for a little creative thinking, as it's become clear to Aya that she hasn't planned to:

- ask the trainees for *Self-Reflection* statements about the learning experiences she wasn't able to see.

Nor has she looked at how to support her assessment through the use of:

- *Witness Testimonies* from the trainees' work-place supervisors (1.1e).

Using the Unit 2 specification in this way enables Aya to carefully consider the precise skills she needs to develop as an assessor, and also the specific pieces of evidence she'll need to be able to claim each of the performance criteria for this unit.

In summary then, the *Unit specifications* are a creative tool for:

- planning your learning experiences
- and understanding the evidence you'll need to collect along the way.

Next lesson

In the next episode, we'll look at how Aya records her new skills and navigates her portfolio using *Unit Tracking Sheets* and *Contents* pages.

To summarise

- *Unit Specifications* are a creative tool to help you plan your learning.
- Your evidence of learning is a record of how you have changed – the skills and insights you now have.

Tasks

Task 1 – Beginning with your work role

- Choose a routine part of your work role.
- Visualise the skills needed to complete that activity.
- Examine your qualification's unit *Learning Outcomes* and *Performance Criteria* and find the ones related to that activity.
- What type of evidence would you need in order to demonstrate your competence? A formal *Observation (O)*? A *Witness Testimony (WT)* from a professional colleague? A *Video (VE)* recording? Use the *Types of Evidence* list in episode 2 to help, though this list is not exhaustive.
- How will looking at the types of evidence you might collect influence how you plan for and complete your activity?

Once you have completed this activity, review your experience and ask yourself the hindsight question: 'What do you wish you had done differently?' Use any answers to this question to help plan your next learning experience.

Task 2 – Beginning with the *Unit Specification* - easy

- Choose a *Learning Outcome* from a unit of your qualification, along with all of its *Performance Criteria*, that you feel will be *easy* to evidence.
- Using the *Types of Evidence* list in episode 2, write a plan of how you will carry out a learning experience from which you can evidence your competence.
- You may wish to share your plan with your trainer/assessor. They may have questions or comments that could increase the effectiveness of your plan.

As before, once you have completed this activity, review your experience and ask yourself the hindsight question: 'What do you wish you had done differently?' Use any answers to this question to help plan your next learning experience, and particularly the next task.

Task 3 – Beginning with the *Unit Specification* - hard

- Choose a *Learning Outcome* from a unit of your qualification, along with all of its *Performance Criteria*, that you feel will be *hard* to evidence. An ideal choice would be a learning outcome for which you don't yet have the skills to complete.
- Write a set of headings that clearly identifies the knowledge, understanding and skills needed to achieve the learning outcome.
- For each heading, set out the actions you will need to take.
- As with task 2, use the *Types of Evidence* list in episode 2 to plan how you will carry out each of the actions/learning experiences.
- Share your plan with your trainer/assessor. They may have questions or comments that could increase the effectiveness of your plan.

As you progress, review your experiences and ask yourself the hindsight question: 'What do you wish you had done differently?' Use any answers to these question to help plan your next learning experience.

Episode 5

Monitoring progress and navigating your portfolio

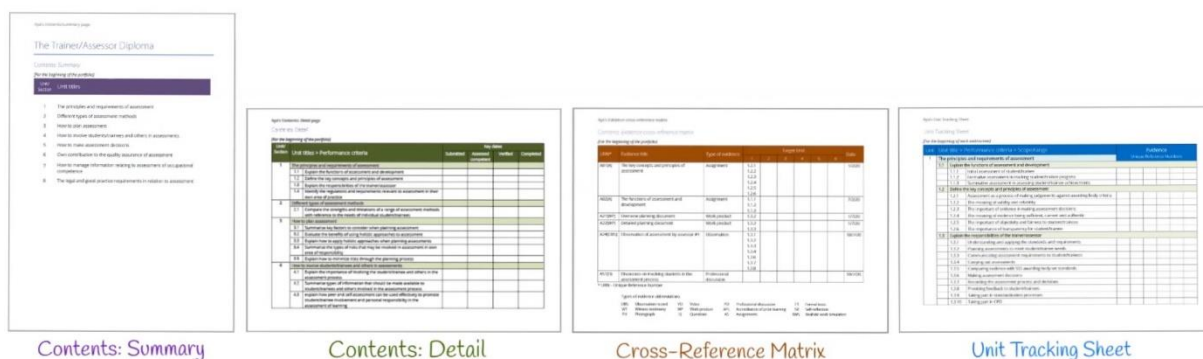
Content

- Navigating your portfolio using contents pages
- Monitoring your progress using Unit Tracking Sheets
- Using a piece of evidence to satisfy more than one performance criteria
- Cross-referencing evidence to multiple units

Duration 4:23

Transcription

In this episode, we'll look at four forms that will make studying easier and turn your portfolio into a resource for the future, as well as one that will help you pass your qualification now.



Contents Pages and *Tracking Sheets* are general terms covering different styles of form depending on your qualification and level, so it's important that we begin with a clear understanding of what each type of form is for.

Think of the two main ways your portfolio is used. Both you and your assessor need to:

- navigate your evidence base, and
- track your progress.

Let's start with navigation. Imagine for a moment that Aya's portfolio is now complete and ready for assessment. Her assessor needs to be able to find their way around her work quickly. Using a *Contents: Summary* page, enables the assessor to see the overall structure of Aya's portfolio free of any other distracting text.

The *Contents: Detail* pages, however, include all of the performance criteria, which act like the individual chapter headings of a book.

Both of these forms are located at the front of Aya's portfolio and enable her and her assessor to find what they're looking for very quickly. And with the addition of a 'key dates' section, Aya, her assessor and the internal and external verifiers can keep a careful check on progress.

Now let's travel back to the point at which Aya completed her very first piece of evidence for Unit 1. This was an assignment on the *Principles of Assessment*. Her assessor was confident about its quality, so Aya can now set this one piece of evidence against all of the performance criteria it covered.

There's one of these detailed forms for each unit in your qualification; they're called: *Unit Tracking Sheets*. These help you monitor your progress, but they also act as mini contents pages for each section of your portfolio.

That's almost all you need to know about these really useful forms, but there is one more that could save you a great deal of time. It's another contents page for the front of your portfolio and it's for cross-referencing your many pieces of evidence to the criteria they cover. So how does this form help?

Aya had a professional discussion with her assessor focused on:

Unit 4, performance criteria 4.1:
'Explain the importance of involving the student/trainee and others in the assessment process'.

Through this discussion, she also managed to cover:

'Communicating assessment requirements to students',
which is from Unit 1, performance criteria 1.3.3.

In other words, this new piece of evidence meets criteria from different units, and the *Evidence Cross-Reference Matrix* enables Aya to keep track of these crossovers.

This matrix is also extremely useful for locating specific pieces of work as it's the only contents page that uses the titles of your individual pieces of evidence.

By logging every piece of evidence in both the **Unit Tracking Sheets** and the **Evidence Cross-Reference Matrix** you make the most of all of the work you complete. These forms can greatly speed up the completion of your qualification.

The look of these forms varies depending on the qualification and whether the portfolio is paper-based or on line. And the forms used here are for illustration purposes only.

Contents pages and tracking sheets, then, are the key to an easy life, a well-organised portfolio, and a resource you're sure to refer back to time and again. And that's all there is to building a wonderful portfolio of learning evidence – your very own book that tells the story of your learning journey.

Next lesson

The next and final episode is a really useful visual recap of the whole portfolio. And there's also a *Memory Survey* to help you check what you've learnt so far, and some important *Top Tips* on how to speed up the completion of your qualification, enjoy your learning experience even more, and maybe also how to be recognised for the expert-learning skills it will help you develop.

To summarise

- The **Contents Pages** and **Unit Tracking Sheets** save you time and ensure you use your learning experiences to claim competence for the maximum number of performance criteria.
- These forms allow you to see any gaps in your learning so that you never miss a work-role opportunity to record evidence of competence and learning.
- The **Evidence Cross-Reference Matrix** is the only place you record the title of your evidence, and so is a particularly useful memory aid as your portfolio grows in size and complexity.
- The format of **Contents Pages** and **Unit Tracking Sheets** are unique to each awarding body and style of portfolio, but their function remains the same.

Tasks

- Read and understand the three-tier taxonomy of your qualification. For instance:

Unit title	1 The principles and requirements of assessment
Performance criteria	1.1 Explain the functions of assessment and development
Scope/range	1.1.1 Initial assessment of student/trainee

These can be seen in both your *Unit Tracking Sheets* and your qualification guidelines, though the numbering system may be different to this illustration.

Unit Tracking Sheet

[For the beginning of each unit/section]

Unit	Unit title > Performance criteria > Scope/range	Evidence Unique Reference Numbers					
1	The principles and requirements of assessment						
	1.1 Explain the functions of assessment and development						
	1.1.1 Initial assessment of student/trainee						
	1.1.2 Formative assessment in tracking student/trainee progress						
	1.1.3 Summative assessment in assessing student/trainee achievements						
	1.2 Define the key concepts and principles of assessment						
	1.2.1 Assessment as a process of making judgements against awarding body criteria						

- Imagine a single part of your work role that involves two distinct skills sets, for instance:
 - dealing with people (clients/customers/colleagues), and
 - knowledge and understanding of, say, communication skills and transactional analysis.

- Examine your qualification for the *Performance Criteria* and *Scope/range* statements from different units that relate to the distinct skill sets you've identified above.
- Use a draft copy of your *Evidence Cross-Reference Matrix* to record this imagined learning experience.
- How has consideration of this 'cross claiming' helped develop your ideas about planning your learning experiences?
- Discuss this evaluation with your trainer/assessor. They may have questions or comments that could help you make the most of your planning for learning.

Episode 6

A recap on the structure and purpose of your portfolio

Content

- The overall structure of your portfolio

Duration 1:00

Transcription

In this final episode, we'll take a visual tour of the portfolio so that you can see how everything fits together.

Section A *Contents: Summary.* This shows just the individual unit titles in your portfolio – the chapter headings of your book.

Section B *Contents: Detail.* This form shows all of the performance criteria in each of the units, and allows you, your assessors and verifiers to keep track of your progress.

Section C The *Evidence Cross-Reference Matrix* enables you to set single pieces of evidence against multiple *Performance Criteria*.

Section D *Unit Tracking Sheets.* There's a tracking sheet at the start of each unit, and behind each of these are the many and varied pieces of *Evidence* you've collected on your learning journey.

There are thousands of portfolio-based qualifications available, and these four basic forms may look slightly different in each of them. But as long as you remember where they fit and what they're for, it doesn't matter how they look.

Thank you very much for watching these six short lessons on how to build an effective portfolio. It would be good practice to review them several times to make sure you have a clear picture of the process, the forms and their benefits.

And remember, your portfolio, and your qualification, is a stepping stone to being a highly skilled and competent asset to the world of work – where hopefully you will continue to be curious, to study, and to master your chosen profession.

Next steps

Taking the *Memory Survey* below will help you see what you've remembered so far. And reading the *Top Tips* section is sure to speed up the completion of your qualification and make your studies an enjoyable and rewarding experience. These tips will also equip you with the independent, expert-learning skills you'll need to unlock your future.

Tasks

- Take the Memory Survey, reflect on any knowledge gaps it identifies, then re-read the material above and/or discuss the results with your trainer/assessor. Next-step suggestions are provided for any wrong answers. The survey can be found here:

<https://www.proprofs.com/quiz-school/story.php?title=mjy2mt1ngtpxx>

- Read the *Top Tips* section, then carry out the activities it suggests.

Top tips on how to do well

Here are some tips that will speed up the completion of your qualification and ensure your studies are an enjoyable experience. They will also equip you with the independent, expert-learning skills you'll use to unlock your future.

Preparation for learning

- Read your qualification's assessment material very carefully so that you fully understand the requirements of each performance criteria.
- It's good practice to resolve any misunderstandings **before** embarking on a learning experience, so that you can produce and record that evidence in the most appropriate way. This simple tip alone could, literally, reduce by half the time it takes to complete your qualification. Getting it right first time feels good too..

Learning independently

- Use your *Unit Specification* creatively to identify any gaps in your evidence and learning *before* they are found by your trainer/assessor. By doing this, you remain in control, you aren't waiting to be told what to do next, you won't miss any valuable evidence-gathering opportunities, and so you'll complete your qualification quicker.

Project managing your progress

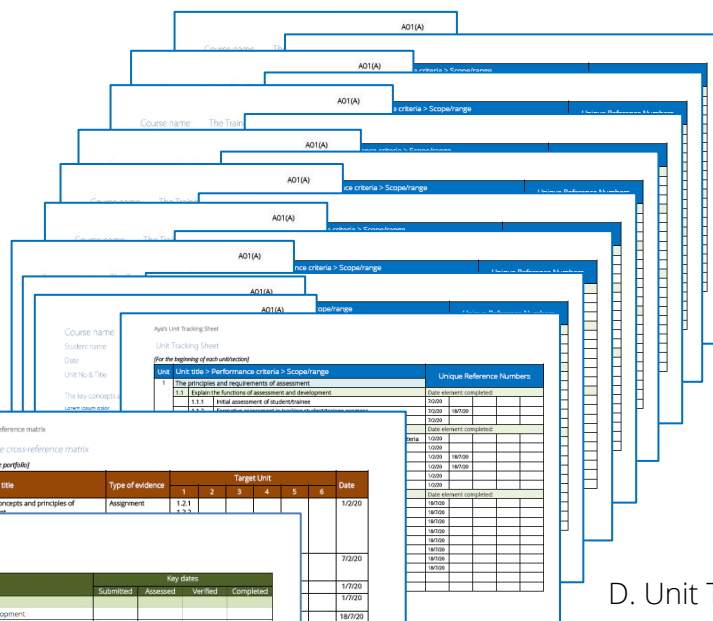
- Does every piece of evidence have a *Unique Reference Number*?
- Is every piece of evidence recorded on the *Evidence Cross Referencing Matrix* and the *Unit Tracking Sheets*?
- Have you submitted evidence of competence for all performance criteria?
- Has each performance criterion been claimed multiple times using different types of evidence? Check your awarding body's definition of the 'scope' required to demonstrate competence.

Answering these questions before they are asked by your trainer/assessor may well mark you out as someone with the skills and attitude needed for higher positions.

The structure of a portfolio of learning evidence



E. Evidence of learning



D. Unit Tracking Sheets

C. Evidence Cross-Reference Matrix

B. Content: Detail

A. Content: Summary

The Trainer/Assessor Diploma

Contents: Summary

(for the beginning of the portfolio)

Unit/Section	Unit titles
1	The principles and requirements of assessment
2	Different types of assessment methods
3	How to plan assessment
4	How to involve students/trainees and others in assessments
5	How to make assessment decisions
6	Own contribution to the quality assurance of assessment
7	How to manage information relating to assessment of occupational competence
8	The legal and good practice requirements in relation to assessment

Unit/Section	Unit titles > Performance criteria	Key dates			
		Submitted	Assessed	Verified	Completed
Assignment	1. prepare				
	2. plan				
	3. perform				
	4. evaluate				
	5. report				
1. plan assessment methods and standards	1. plan				
	2. prepare				
	3. perform				
	4. evaluate				
	5. report				
2. plan assessment	1. plan				
	2. prepare				
	3. perform				
	4. evaluate				
	5. report				
3. plan assessment	1. plan				
	2. prepare				
	3. perform				
	4. evaluate				
	5. report				
4. plan assessment	1. plan				
	2. prepare				
	3. perform				
	4. evaluate				
	5. report				
5. plan assessment	1. plan				
	2. prepare				
	3. perform				
	4. evaluate				
	5. report				

A. Content: Summary

B. Content: Summary