



Assessor's guidelines for the SVQs in Manufacturing Textile Products at levels 1, 2 and 3

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About this guide

This guide provides some practical examples of how to assess your candidates for the SVQs in Manufacturing Textile Products at levels 1, 2 and 3. You may be able to think of other ways of assessing your candidates and recording your decisions about their competence.

Using assessments based on these examples does not guarantee successful verification — it is still your responsibility to ensure that internal quality assurance procedures are followed.

Introduction

This introduction provides a brief overview of SVQs and how they are assessed in the workplace. If you are already familiar with the concept of SVQs, you may wish to go to the next section.

About SVQs

Scottish Vocational Qualifications (SVQs) are work-based qualifications which set the level of occupational competence for each sector of the economy. The qualifications have been designed by standards-setting bodies made up of experienced practitioners who represent employers, professional bodies, trade unions, education and voluntary organisations.

Each standards-setting body is responsible for developing national standards which define *what* employees (or potential employees) must be able to do, how well, and in what circumstances, to show that they are competent in their work.

Each SVQ which a standards-setting body develops has to fit into a broad framework which allows qualifications in the UK and throughout Europe to be compared. SVQs are specified at five levels which reflect the various technical and supervisory skills knowledge and experience, which employees should have as they progress in their industry.

Explanation of levels

- Level 1** Defines competent performance in a range of activities which are largely routine and predictable.
- Level 2** Specifies that competent performance must be shown in a broader range of work activities which are less routine and predictable. The employee will have more autonomy and responsibility, and may have to work as part of a team.
- Level 3** Specifies that competent performance must involve the employee in carrying out a broad range of varied work activities, most of which are complex and non-routine. There is considerable autonomy and responsibility, including the possibility of controlling or guiding others.
- Level 4** Specifies competence as complex technical or professional work activities which require a substantial degree of personal autonomy or responsibility. Managing staff and other resources is often involved.
- Level 5** Specifies competent performance as involving the employee in carrying out a significant range of activities in a wide variety of situations which are often unpredictable. Substantial responsibility and autonomy is involved in the work, which requires decision-making in the allocation of resources and the work of others. This will require complex skills such as analysis, design and evaluation.

How are standards defined in SVQs?

All SVQs consist of standards which can be broken down into various parts.

Units define the broad functions carried out in the sector, and are made up of a number of components. For the Manufacturing Textile Products Units the introduction to the Unit provides details of what the job role will involve. The other components of the Unit include:

- ◆ what the competent person must do
- ◆ the key areas of knowledge and understanding
- ◆ the skills and techniques
- ◆ the regulations, rules and guidelines
- ◆ workplace skills

An example of a Unit is included in the appendix.

Who is involved in SVQs?

There are several roles:

- ◆ **the candidate:** the person who wants to achieve the SVQ (eg an employee)
- ◆ **the assessor*:** the person who assesses the candidates and decides if they are competent (eg supervisor)
- ◆ **the internal verifier*:** an individual nominated by the centre (eg a company) who ensures that assessors apply the standards uniformly and consistently (eg supervisor's line manager)
- ◆ **the external verifier*:** an individual appointed by SQA who ensures that standards are being applied uniformly and consistently across all centres offering the SVQ

*Assessors and verifiers in centres will be asked by SQA to prove they have the appropriate occupational competence to assess and verify the SVQ. Occupational competence has been defined by the standards-setting body in the assessment strategy for these SVQs — see SQA's website:

www.sqa.org.uk

Assessors and verifiers are also expected to obtain an appropriate qualification in assessment and verification — this can be the Assessor/Verifier Units (the national standards for assessment and verification), or an alternative qualification which SQA also recognises.

The steps involved in assessing a candidate for an SVQ

In deciding whether a candidate should get an SVQ, you will go through these stages:

- ◆ planning for assessment
- ◆ generating and collecting evidence of the candidate's competence in the Units
- ◆ judging the evidence of the candidate's ability and making an assessment decision based on the evidence
- ◆ recording the assessment decision and the candidate's achievement

1: The SVQs in Manufacturing Textile Products

The SVQs in Manufacturing Textile Products have been developed by Skillfast-UK, the Sector Skills Council for the clothing and textiles area. From April 2010 this will change to Skillset UK. They are suitable for people involved in the textile industry sectors from operative to managerial levels.

These qualifications are aimed at workers involved in the manufacture of woven and non-woven textiles.

As health and safety is of supreme importance in the manufacturing environment, the Health and Safety Unit HS1 is mandatory at all three levels of the qualification.

The **level 1** qualification provides opportunities for candidates, whether new or experienced in the industry, to demonstrate basic skills in a variety of general areas of their everyday work on the factory floor — such as moving, packing and distributing materials. Many employers provide their new factory-based recruits with this level of ‘on the job’ training, supervised by more experienced staff. This qualification would therefore be suitable for those entering the industry as beamers, carders, winders, blenders or other textile operatives involved with manual and/or automated textile manufacturing operations.

The **level 2** qualification is aimed at more experienced textile operatives such as spinners, weavers, knitting machinists and textile laboratory technicians. These roles involve the production of natural and synthetic materials which are used to make every-day or technical products, working the machines that turn natural or man-made yarn into fabric or garments, or the dyeing and finishing of fabrics to produce a desired look or quality, such as stain resistance. These mechanised processes are often also computer controlled to enable more than one process to be completed at a time.

The **level 3** qualification is targeted at the more experienced operative who may also have (or aspire to have) a supervisory role as a production or shift supervisor with responsibilities for product quality and performance. It is also suitable for those with a more technical role such as textile machinery technicians specialising in a particular area (such as fibre preparation, spinning or knitting) or textile technologists involved with the scientific composition and properties of fibres and fabrics.

The SVQs are designed to be assessed in the workplace, or in conditions of the workplace. Examples of the settings or centres in which the SVQs are likely to be delivered include: workplaces and working environments within non-profit organisations.

Structure of the SVQs

This section lists the Units which form the SVQs in Manufacturing Textile Products at levels 1, 2 and 3. All three SVQs are made up of mandatory and optional Units.

Manufacturing Textile Products level 1 (G9M2 21)

Mandatory Units

SQA Ref	SCQF level	SSC Ref	Title
F0JK 04	5	HS1	Health, Safety and Security at Work

Optional Units

(candidates must select three Units from the following)

SQA Ref	SCQF level	SSC Ref	Title
F873 04	6	TEX1	Manufacture Textiles
F874 04	5	TEX5	Contribute to Achieving Product Quality
F875 04	4	TEX7	Move Materials
F876 04	4	TEX8	Inspect Manufactured Products
F877 04	5	TEX10	Package Manufactured Products
F878 04	5	TEX11	Perform Manual Operations on Textile Products
F879 04	5	TEX12	Distribute Supplies of Materials

Manufacturing Textile Products level 2 (G9M3 22)

Mandatory Units

SQA Ref	SCQF level	SSC Ref	Title
F0JK 04	5	HS1	Health, Safety and Security at Work
F874 04	5	TEX5	Contribute to Achieving Product Quality

Optional Units

(candidates must select three Units from the following)

SQA Ref	SCQF level	SSC Ref	Title
F87A 04	6	TEX2	Make the Warp
F87C 04	5	TEX3	Prepare the Warp for Weaving
F87D 04	5	TEX4	Manufacture Woven Textiles
F87E 04	6	TEX6	Organising and Controlling the Weaving Process
F87F 04	6	TEX9	Contribute to Quality of Woven Fabric
F87G 04	4	TEX13	Maintain and Improve Your Work
F87J 04	4	TEX14	Prepare for Textile Operations
F87K 04	6	TEX15	Control the Efficiency of Textile Production
F87L 04	5	TEX16	Produce Textile Products
F87M 04	5	TEX17	Carry out Manual Textile Operations
F87N 04	5	TEX18	Carry Out Quality Control During Production
F87P 04	6	TEX19	Conduct Textile Testing Operations
F87R 04	5	TEX20	Maintain Machinery and Equipment in Working Order
F87T 04	6	TEX37	Manufacture of Needle Punched Nonwoven Materials

Manufacturing Textile Products Level 3 (G9M4 23)

Mandatory Units

SQA Ref	SCQF level	SSC Ref	Title
F0JK 04	5	HS1	Health, Safety and Security at Work
F88C 04	7	TEX21	Contribute to the Continuous Improvement of Operations

Optional Units

Candidates must select four optional Units. At least three of the Units must be selected from Group A.

Group A

SQA Ref	SCQF level	SSC Ref	Title
F87V 04	7	TEX22	Configure and Prove Production Machinery
F87W 04	6	TEX23	Monitor and Sustain Equipment Performance
F87X 04	7	TEX24	Service Textile Machinery and Equipment
F87Y 04	6	TEX25	Provide Technical Input to Bulk Production
F880 04	7	TEX26	Conduct Sample Analysis
F881 04	7	TEX27	Produce Prototype Samples
F882 04	7	TEX28	Conduct Pre-Production Trials
F883 04	6	TEX29	Contribute to Product Development
F884 04	7	TEX30	Develop Designs for Textile Products
F885 04	7	TEX31	Develop Colour Recipes for Initial Colour Samples
F886 04	7	TEX32	Prove Colour Recipes for Bulk Production
F887 04	6	TEX33	Develop Finishing Processes and Produce Samples
F888 04	7	TEX34	Prove Finishing Routines for Bulk Production
F889 04	7	TEX35	Control Textile Testing Procedures
F88A 04	7	TEX36	Check Calibration of Equipment

Group B

SQA Ref	SCQF level	SSC Ref	Title
DR47 04	8	B1	Develop and Implement Operational Plans for Your Area of Responsibility
DR73 04	8	B5	Provide Leadership for Your Team
DR50 04	10	B8	Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements
DR4F 04	10	D2	Develop Productive Working Relationships with Colleagues and Stakeholders
DR3W 04	8	D5	Allocate and Check Work in Your Team
D9RJ 04		L11	Enable Learning Through Demonstration and Instruction
D9RH 04		L12	Enable Individual Learning Through Coaching

The SVQs have been designed to allow progression through the various levels where appropriate. Candidates who have achieved Units which are common to the SVQs at differing levels can take these Units forward for the purpose of certification.

An assessment strategy for the SVQ

As part of its review of the SVQs, the standards-setting body Skillfast-UK has developed an assessment strategy which defines a range of requirements:

- ◆ External quality control of assessment
- ◆ Aspects to be assessed through performance in the workplace
- ◆ Workplace assessment/simulation
- ◆ Occupational expertise of assessors, verifiers and expert witnesses

The relevant parts of the assessment strategy are published on SQA's website (www.sqa.org.uk), and both SQA and centres must comply with these requirements.

Why would people be interested in the SVQ?

People will take SVQs for a variety of reasons: to gain promotion, to prove their job competence, or for personal development. There will be other reasons too. One of the first things to do is to find out why your candidates want to do the SVQ, and to advise them of the appropriateness of the qualification. If anyone is acting as a coach or mentor to your candidates, they might help you to do this.

How do candidates begin?

Choosing the SVQ

You should make sure that candidates get guidance before starting out on an SVQ — they need advice to ensure that their existing job remit, skills, experience, and their plans for progression, are matched to the SVQ selected. It does not have to be you as the assessor, who carried out the matching process, but whoever has responsibility for this should ensure that the assessment opportunities available to the candidate are also considered.

An example

John Rowley had worked as a knitting machine operative for five years but did not possess any formal qualifications. After learning that some new starts in the factory were taking a new SVQ in Manufacturing Textile Products, he applied to the company HR Manager to ask if he too could be assessed towards the SVQ. Following a meeting with this manager and his supervisor, it was clear that John could easily generate evidence, or already had evidence, for the following Units:

- ◆ Contribute to Achieving Product Quality
- ◆ Prepare for Textile Operations
- ◆ Control the Efficiency of Textile Production

He also had evidence and experience in relation to two other Units, but some planning would be necessary to provide him with the opportunity to demonstrate competence in these areas:

- ◆ Health, Safety and Security at Work (he needed to give more evidence about his ability to cope with wide emergency situations, not just those for fire)
- ◆ Maintain and Improve Your Work — ‘The competent person must’ item 3 Learn new skills and work methods to develop knowledge base of the whole department — although working towards the SVQ should give him evidence to support this.

The company had a work-based assessor — David Ferguson — and arrangements were made for John to see David to compile a formal assessment plan and register him with the awarding body.

Selecting Units from Manufacturing Textile Products at level 2

Mandatory Units

Unit	Title	Part of learner's daily tasks
HS1	Health, Safety and Security at Work	Yes
TEX5	Contribute to Achieving Product Quality	Yes

Optional Units (candidates must select three Units from the following)

Unit	Title	
TEX2	Make the Warp	No
TEX3	Prepare the Warp for Weaving	No
TEX4	Manufacture Woven Textiles	Yes (planning)
TEX6	Organising and Controlling the Weaving Process	Yes (planning)
TEX9	Contribute to Quality of Woven Fabric	Yes (planning)
TEX13	Maintain and Improve Your Work	Yes (planning)
TEX14	Prepare for Textile Operations	Yes
TEX15	Control the Efficiency of Textile Production	Yes
TEX16	Produce Textile Products	Yes (planning)
TEX17	Carry Out Manual Textile Operations	No
TEX18	Carry out Quality Control During Production	Yes (planning)
TEX19	Conduct Textile Testing Operations	Yes (planning)
TEX20	Maintain Machinery and Equipment in Working Order	Yes (planning)
TEX37	Manufacture of Needle Punched Nonwoven Materials	No

After discussions between David and John, they had selected the best optional Units for John to do; as you can see from the matrix above these were not the only optional Units that John could have chosen.

2: Preparing to assess the SVQ

This section offers practical advice on how to begin to go about assessing your candidates for the SVQ. This advice is offered as examples of good practice — you may develop your own approaches to assessing your candidates which also work well.

Your role and your candidate's role

Assessing the SVQ will involve several stages. Both you and the candidate should be clear on your roles in the assessment process before you begin.

Your role

- ◆ ensure candidates understand what is to be assessed and how it is to be assessed
- ◆ ensure the conditions and resources required for assessment are available
- ◆ help candidates to identify and gather evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should say what has been observed, how it was carried out, and what it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present evidence
- ◆ authenticate the evidence candidates provide
- ◆ judge evidence and make assessment decisions
- ◆ identify gaps or shortfalls in candidates' competence
- ◆ provide feedback to candidates throughout the assessment process
- ◆ record achievement

Candidates' role

- ◆ prepare for assessment — become familiar with the standards, what is to be assessed and how it is to be assessed
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather and present evidence
- ◆ receive and act on feedback from the assessor

Planning

In planning for assessment, you will find it helpful to meet with your candidate and plan what is to be assessed, in what way, and when and where the assessment is to take place. This discussion can be confirmed in the form of an agreed assessment plan between you and your candidate.

You should treat assessment plans as working documents — they can be updated and changed as you review progress with your candidate.

As you are planning assessment, don't forget to make the most of opportunities to *integrate* assessment. This means planning to assess an activity which draws on the contents of different Units or components. It can be a practical and cost-effective way of assessing your candidate's competence.

If you are a new assessor working towards your A/V Units (the national standards in assessment and verification) you will need copies of completed assessment plans as part of your evidence.

To help you plan for assessment, we have produced an assessment plan which covers Unit *Prepare for Textile Operations Tex 14*. You will notice that we have included spaces to enter dates when the assessment plan has been reviewed. Any gaps identified during these reviews should be discussed with your candidates and noted for action in the assessment plan.

Assessment plan

Unit: TEX 14 Prepare for Textile Operations					
The job role will involve:					
1. Preparing for work operations, 2. Gathering resources and ensuring equipment is in good order to meet requirements					
The competent person must	Skills and techniques*	Method of assessment/Sources of evidence	Date of assessment	Evidence already available	Links to other Units *
Receive and interpret work instructions	1	Observation	18/01/10	Witness statement from supervisor Sample swatches in portfolio with record	HS1: 2,3
Gather resources together	3	Observation	18/01/10		TEX 5:1,2,3,4,5,
Check that resources and equipment meet requirements	4	Questioning	18/01/10		TEX 15: 1,2,3,4,5,6,7,8
Take appropriate action when resources and equipment do not meet requirements	1, 5, 7, 8	Observation	18/01/10		
Keep work area clean and safe	2	Observation	18/01/10		
Arrange the work area, resources and equipment to ensure efficiency during work operations	6, 7, 9	Observation	18/01/10 27/01/10		
Carry out required preparation activities	10	Observation	18/01/10		

* refer to numbered list in this section of the Unit specification

Questioning for knowledge and understanding not apparent from performance to be identified from 2nd review	Capabilities of equipment to be used and actions to be taken when it does not conform to specification	Questioning	27/01/10	Witness statements from line managers	
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Assessor's signature: *David Ferguson*

1st review due: 18/01/10

Candidate's signature: *John Rowley*

2nd review due: 27/01/10

Date of agreement: *15/12/09*

Date of completion: 27/01/10

**Assessors should ensure that candidates are operating to the Regulations, Rules and Guidelines shown in the Unit. Workplace Skills should fall out naturally from the candidate's performance and knowledge evidence.

Selecting methods of assessment

The methods of assessment you use should be valid, reliable and practicable.

- ◆ By *valid* we mean that the assessment method should be appropriate to the standards
- ◆ By *reliable* we mean that the assessment method should ensure consistent results when used with different candidates, different assessors and on different occasions
- ◆ By *practicable* we mean that the method ensures that the assessment makes best use of available resources, equipment and time

Before you assess a candidate, you must make sure that the methods of assessment you have chosen to use, along with any assessment materials (such as questions and sample answers) have been agreed within your centre through its system of internal quality assurance. This system is often called *internal verification* — its purpose is to help to ensure that assessment methods are valid, reliable and practicable.

There are both benefits and challenges when you are assessing SVQs in the workplace, or in conditions in the workplace. When you select methods of assessment, you should try to offer the candidate the benefits of workplace assessment and minimise any potential difficulties.

The benefits might be:

- ◆ candidate's familiarity with own working environment
- ◆ familiarity between candidate and assessor (could be a benefit or a challenge)
- ◆ assessment progresses at candidate's own pace of learning
- ◆ proximity of resources in workplace
- ◆ ability to plan assessment around known working time peaks
- ◆ the assessor is familiar with internal documentation and company systems

The challenges might be:

- ◆ shift work
- ◆ confidentiality
- ◆ pressure of work, eg production schedules taking priority over assessments
- ◆ meeting the needs of customers

Example

A candidate working in a textile manufacturing company has to demonstrate how to inform management about a lack of specified resources. If you are an assessor working alongside the candidate, you will be well placed to assess through observation supported by witness testimonies from line managers.

Methods of assessment

Assessment may involve a range of assessment methods. For SVQs, some of the most commonly used methods are observation, product evidence, and questioning.

Remember it is expected that workplace skills are an ongoing assessment and covered over a period of time, building up evidence and assessments.

Observation

Observation by an assessor is considered to be the most valid and reliable method of assessment. It can be organised in a variety of ways:

- ◆ working alongside the candidate
- ◆ arranging to visit when naturally-occurring activities are carried out by the candidate
- ◆ arranging for activities to take place

Observation by the assessor can often be supplemented by other types of assessment methods such as questioning. For example, it may be appropriate to ask oral questions of candidates as they carry out naturally-occurring activities. For example:

- ◆ a candidate makes a visual inspection of the production machinery and equipment
- ◆ a candidate physically checks materials to be processed

For the Manufacturing Textile Products SVQs, certain aspects of the standards must be assessed by observation. These are:

- ◆ performance of key processes where the activity is carried out is central to competence
- ◆ interaction with others
- ◆ the effective management of the work environment, including time and resources
- ◆ responding to constraints, pressures and contingencies

- ◆ conforming to health and safety requirements

Product evidence

As candidates work towards achieving the SVQ, they will produce evidence in the form of products of their work. The nature of this evidence can vary widely depending on what the candidate's job entails, but examples of product evidence include:

- ◆ a shift change-over log is a means of communicating vital information about production processes, machinery problems etc
- ◆ product specifications
- ◆ work instructions
- ◆ e-mails, notes and memos

Questioning

Candidates have to show that they can meet the knowledge specifications for the SVQs. For these SVQs, knowledge and understanding is specified for each Unit. Much of a candidate's knowledge and understanding will be apparent from what they do or produce as part of their work, but this will not always be the case and questioning can be a useful way of confirming what candidates know and understand.

Questions can be asked in a variety of forms, such as oral questions, short answer written questions, and multiple choice.

You should be careful that the method of questioning does not go beyond the competence required for the SVQ and become a barrier to fair assessment. For example, some candidates will feel more comfortable with oral questions than written.

An example

Unit TEX14 Prepare for Textile Operations

- ◆ Check that resources and equipment meet requirements
- ◆ Take appropriate action when resources and equipment do not meet requirements

Q What routine maintenance do you carry out on this machine?

A Visually check oil/needles/moving parts for wear and tear and moving freely

Q Where/who would you get spare parts from?

A Amir Shah Engineer / inform Bill Thomson supervisor.

Other methods of assessment

These methods, like questioning, are often used for authentication. See Section 3 for more about authenticating candidates' evidence.

Personal statements

You might sometimes find it helpful to ask a candidate to give an account of why they did an activity in a certain way or how they produced a product of their work. This is often referred to as a *personal statement*. You should take care to ensure that by asking candidates to produce such statements, you are not asking them to demonstrate competence beyond what is required by the standards. You should also be selective in the use of personal statements, and make sure they have not been produced as a substitute to a more valid, reliable and practical method of assessment.

An example

A candidate may describe in his/her own words, a situation which has occurred at a time when the assessor was not present, such as changing a faulty machine part or reporting a problem to the supervisor. This also can be called a log book or diary of actions. It is best practice to get a personal statement signed by a third party to confirm that the statement is correct.

Witness testimony

For practical reasons, you may not be able to observe all the activities carried out by your candidates, but might feel that other people may be able to provide a statement on what your candidates have been doing or producing as part of their work. Statements of this kind are called *witness testimony*, and are often used to support other evidence produced by candidates. If witness testimony is used, you should, ideally, identify witnesses and opportunities for using their testimony as part of assessment planning.

You should bear in mind that the weight of the evidence will vary, depending on the knowledge and expertise of the person providing the witness testimony. You will have to take these factors into account as you make your judgement.

Strongest 	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the A/V Units or 'D-Units'.
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards would not be acceptable as a witness.

Witness testimony is unlikely to be sufficient in itself for a decision about the candidate's competence, and would normally be supplemented by questioning candidates.

An example

When the assessor has been unable to observe a particular activity, a line manager or peer may supply a witness testimony describing what they have seen the candidate do.

Simulation

Simulation is any structured assessment exercise involving a specific task which reproduces real-life situations.

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures, or where client confidentiality is an issue, or where a candidate's job role does not cover all aspects of the qualification.

Skillfast-UK has defined what it regards as simulation, and has specified in its assessment strategy when simulation is and is not acceptable. This also states when candidates must demonstrate competence in the workplace.

For more details on simulation and what constitutes performance in the workplace, look at the assessment strategy on SQA's website:
www.sqa.org.uk.

An example

To cover a situation which is unlikely to happen frequently or which may be too disruptive to normal production routines, it is acceptable to use simulations (provided that the standards and assessment strategy allow it). In a textile environment, it can be useful to carry out simulated fire drills or emergency evacuation procedures and to observe the candidate doing this.

Using emergency equipment, such as fire extinguishers, is another area that could well be covered by simulation, as this rarely occurs in practice.

Other sources of evidence

Other sources of evidence can be previous experience or learning, case studies or assignments.

- ◆ photographic evidence
- ◆ complete forms, reports and other documentation
- ◆ taped evidence (video or audio)
- ◆ case studies/assignments
- ◆ interview/professional discussion

SQA's *Guide to Assessment* (see section 5) has more advice on methods of assessment and how to ensure that your assessment is valid, reliable and practicable.

3: Generating evidence

The methods of assessment you use should generate sufficient evidence to demonstrate the candidate's competence.

We described earlier the circumstances in which you might choose to use different methods of assessment. Starting on the next page, this section gives you examples of forms which you can use to record and present evidence of:

- ◆ observation (by the assessor)
- ◆ questions and candidate responses
- ◆ personal statement (produced by the candidate)
- ◆ witness testimony

There are blank forms which you can copy and use in assessment in Appendix 1.

Observation

For observation, note that the form asks you to record the skills and activities observed. This helps you to make a judgement on how the activity was carried out and what it demonstrates.

Observation record

Unit/the job role will involve: **TEX 14 Prepare for textile operations**
 1 Preparing for work operations
 2 Gathering resources and ensuring equipment is in good order to meet requirements

Candidate: *John Rowley* **Date of observation:** *18/01/10*

Evidence index number: 1

The competent person must	Skills and Techniques*
Receive and interpret work instructions *attached specification sheet evidence 5)	1
Gather resources together	3
Check that resources and equipment meet requirements	4, 5
Take appropriate action when resources and equipment do not meet requirements (see picture evidence 6)	6, 8
Keep work area clean and safe (see picture evidence 6)	2
Arrange the work area, resources and equipment to ensure efficiency during work operations	7, 8, 9
Carry out required preparation activities	10

Knowledge and understanding apparent from this observation:

1 Interpreting work instructions, 2 carrying out preparation activities safely, 5 cleaning regime for workplace, 3 how to check materials against specifications, 4 what to do when materials or equipment do not meet specification.

Other Units to which this evidence may contribute:

TEX 5:1,2,3,4,5,
 TEX 15: 1,2,3,4,5,6,7,8
 HS1: 2,3

Assessor's comments and feedback to candidate:

Well organised and quickly and efficiently prepared for production. Able to work to timescale and without reference to others. Successfully identified and reported broken guide to supervisor.

I can confirm the candidate's performance was satisfactory.

Assessor's signature: *David Ferguson* Date: *18/01/10*

Candidate's signature: *John Rowley* Date: *18/01/10*

* refer to numbered list in this section of the Unit specification

Questions and candidate responses

This form can be used to record any questions you might ask the candidate to establish what they know and understand. You should note the candidate's responses on this form too.

Note that there is a space near the top of the form for you to record when, where, how and why you asked the questions.

Where you want to give the candidate written questions, this form could also be used.

Record of questions and candidate's answers

Unit: TEX 14 Prepare for textile operations	The job role will involve: 1 Preparing for work operations 2 Gathering resources and ensuring equipment is in good order to meet requirements
Evidence index number: 2	
Circumstances of assessment: The candidate has successfully identified and replaced broken needles on the knitting machine for which they are responsible. The questioning is to check the candidate understands why it is important to find all broken parts and place them in a designated place.	
List of questions and candidate's responses: Q: Why is it important to find all broken parts of the needle and place them in the proper place? A: Parts of broken needles can become embedded in the knitted fabric and if not discovered could cause injury to the customer and myself. It is part of our quality assurance procedures to ensure all parts are found and identified.	
Assessor's signature: <i>David Ferguson</i>	Date: <i>27/01/10</i>
Candidate's signature: <i>John Rowley</i>	Date: <i>27/01/10</i>

Candidate's personal statement

If a personal statement is being used as evidence, it should be completed by the candidate. The statement should record what they did, how and why they chose to carry out an activity or produce work in a certain way. Where other people may have been present during an activity and they may be able to provide witness testimony, the candidate should record how the statement links to other evidence in the column provided.

It is best practice to get a personal statement signed by a third party to confirm that the statement is correct.

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit/ The job role will involve/The competent person must *
15/01/10	3	<p>I needed to change broken needles on the knitting machine and went to the stores to fetch new needles. I then replaced the broken needles, put them in the designated place and recorded the stock I had used. I informed the engineer that stocks were low and asked him to order more.</p> <p>Signed: <i>Amir Shah (engineer)</i></p>	Item 1-2	TEX 5:1,2,3,4,5, TEX 15: 1,2,3,4,5,6,7,8
16/01/10		<p>Routine maintenance on the knitting machine changed reels and greased bearings, cleaned out pathways and replaced two needles. Informed Amir Shah on replaced parts and signed off maintenance check.</p> <p>Signed: <i>Amir Shah (engineer)</i></p>	Item 8	Tex 14.6,14.7

Signed (candidate): *John Rowley*

Date: *25/01/10*

* refer to the numbered list in this section of the Unit specification

Witness testimony

Remember when you begin to use witness testimony that it must be capable of being authenticated — even if the testimony itself is being used to authenticate a candidate's claim to competence.

To make sure the witness testimony is genuine, you must ensure that you have a record of who is acting as a witness, their relationship to the candidate (eg supervisor, client) address, telephone number and the date. There are spaces for this information in the form.

Witness testimony

SVQ title and level:	Manufacturing Textile Products
Candidate's name:	John Rowley
Evidence index no:	4
Index no of other evidence which this testimony relates to (if any):	
The job will involve:	
Date of evidence:	27/01/10
Name of witness:	William Johnston
Designation/relationship to candidate:	Supervisor
Details of testimony:	
<p>I observed John Rowley carrying out cleaning procedures on the knitting machine. He followed correct procedures, used permitted materials and checked to make sure the machine was ready for future operations after he had finished.</p> <p>Interpreting work instructions, carrying out preparation activities safely, cleaning regime for workplace, checked materials against specifications, fully understands how and when materials or equipment does not meet specification.</p>	
<p>I can confirm the candidate's evidence is authentic and accurate. Signed by witness: <i>Bill Johnston</i> Date: <i>27/01/10</i></p>	

Witness (please tick the appropriate box):

- Holds A1 or D32/D33 qualifications
- Is familiar with the SVQ standards to which the candidate is working

Filling the gaps

There may come a time when your candidate has provided evidence for most of the Unit (or SVQ), but there are some gaps. For example, you may find that certain situations, such as handling contingencies, have not arisen during assessment. Often these will relate to dealing with health and safety issues, or unexpected problems with workflow like delays in receiving information from another part of the organisation.

In these SVQs, such gaps are likely to occur in generating evidence for:

- ◆ following emergency procedures
- ◆ handling and/or reporting problems
- ◆ configuring and proving machinery

Guidance and support to candidates

At all times during the assessment process — from planning through to making your assessment decision — feedback should be on-going, clear and constructive. Feedback should be given against the national standards by relating it to the evidence provided, including the knowledge specifications.

Where there are any shortfalls in a candidate's competence, you should discuss these with your candidate and make plans for re-assessment.

Judging candidate evidence and making an assessment decision

In judging candidate evidence, you must be satisfied that your candidates can work consistently to the required standard, and that the evidence they have produced is their own. You must consider whether your candidate understands and applies the knowledge evidence and how this links to performance evidence.

Evidence must:

- ◆ be relevant to the SVQ
- ◆ be authentic
- ◆ show current competence
- ◆ be sufficient to help you form a decision about the candidate's competence

Insufficient evidence

You have to judge whether the candidate has produced enough evidence required by the standards for you to reach a decision about their evidence.

Where there is insufficient evidence, you should say this to your candidate. You should tell them that it is not that they are not yet competent — there is simply not enough evidence on which to make a decision.

In this situation, your feedback to your candidates must help them produce more evidence and/or plan for further assessment.

Authenticating candidates' evidence

Authentication is required where you have not observed candidates' performance at first hand.

You can check whether a candidate has produced evidence which they claim shows their competence by questioning them or, if this is appropriate, asking them to produce a personal statement or using witness testimony.

Example

Authentication would be required where a candidate produced a personal statement that was not countersigned by someone in a position to verify the information was correct. The personal statement shown in the example (p28) would be more valid and valuable if it were signed by the engineer who has been assigned as an expert witness or can confirm the actual statement is accurate and detail correct.

4: Recording achievement

You should retain all evidence — clearly referenced — for internal and external verification.

The candidate's evidence is normally kept in a file, often called a *portfolio*. These documents help you and your candidates to collect, present and cross-reference the evidence to the national standards. They are also a means of recording your assessment decisions, and they tell an external verifier what stage a candidate has reached in achieving the SVQ.

Recording documents do not need to be paper-based — it is possible to use an electronic format for collecting and structuring the evidence. Whatever format you and your candidates choose to use, the documents must show what evidence was generated, the assessment decisions you made, how the evidence meets the standards, and where the evidence can be located. You should avoid photocopying items simply to put them in a portfolio — a clear explanation of where the evidence can be found (for example, in a filing cabinet) may be sufficient for the external verifier to follow it up and include it in the visit.

There are various reasons why record-keeping is so important:

- ◆ it provides a way of tracking a candidate's progress in achieving an SVQ
- ◆ it helps candidates to make claims for certification of their competence
- ◆ internal verifiers and external verifiers use the records to sample assessment decisions
- ◆ it helps us to monitor the quality assurance of our qualifications

If your candidates' evidence is incomplete, or cannot be located, or if there is inaccurate cross-referencing to the standards, there is a risk that an internal verifier or external verifier will be unable to confirm your assessment decisions.

To help you and your candidate present evidence and record your assessment decision, we have provided examples of the forms which you and your candidate might use to compile the portfolio.

- ◆ Completing the Unit progress record
- ◆ Using the evidence index
- ◆ Completing the Achievement record

These forms are also used in SQA's portfolio.

Completing the Unit progress record

You should complete this form each time your candidate achieves a Unit from the SVQ by adding your signature and the date next to the relevant Unit.

At this stage, candidates should make sure they have completed the recording documents correctly and that their evidence can be easily located. Only then should they circle the relevant Unit number at the top of the form. This enables both of you to see at a glance what stage the candidate is at in their SVQ.

Unit progress record

Qualification and level: SVQ Manufacturing Textile Products at level 2

Candidate: John Rowley

To achieve the whole qualification, you must prove competence in 2 **mandatory** Units and 3 **optional** Units.

Unit Checklist

Mandatory	HS1	TEX5									
Optional	TEX13	TEX14	TEX15								

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date
HS1	Health, Safety and Security at Work	<i>David Ferguson</i>	27/01/10
TEX5	Contribute to Achieving Product Quality		

Optional Units achieved

TEX13	Maintain and Improve Your Work		
TEX14	Prepare for Textile Operations	<i>David Ferguson</i>	27/01/10
TEX15	Control the Efficiency of Textile Production		

Using the index of evidence

The purpose of the index of evidence is to help you locate and work through the candidate's evidence. It should give you a summary of what evidence the candidate has collected, and where (eg in a portfolio) it can be found.

The index of evidence should be completed by entering:

- ◆ the index number for each piece of evidence
- ◆ a description of each piece of evidence
- ◆ the place or location where it can be found
- ◆ the initials of the internal verifier and the date (if they have sampled the candidate's evidence)

Ideally, it should be candidates themselves (with your support and encouragement) who complete the index.

You must make sure that the information in the evidence index is accurate when your candidates' portfolios are presented for assessment and verification — particularly the information about where the evidence can be located. This is important because we suggest that anything which has been produced as day-to-day work is kept in its normal location, but anything which has been produced through assessment for the SVQ, eg observation checklists, is filed in the candidate's portfolio. In this way, your candidate can avoid having to photocopy work products just for the sake of including them in a portfolio. It also means that evidence produced as a result of assessment is kept safely in a central file.

If the index of evidence is not completed with an accurate description and location of the evidence, there is a risk that an internal verifier or external verifier might be unable to confirm your assessment decisions.

Index of evidence

SVQ title and level: Manufacturing Textile Products Level 2

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Observation 1	YES	GG 16/03/10
2	Questions for Unit TEX14	YES	GG 16/03/10
3	Personal Statement TEX14	YES	GG 16/03/10
4	Witness Testimony	YES	GG 16/03/10
5	Specification sheet	YES	GG 16/03/10
6	Picture of Knitting machine area and candidate	YES	GG 16/03/10
7	Swatches of textiles	YES	GG 16/03/10
8	Signed maintenance check sheet	YES	GG 16/03/10

Completing the Achievement record

To help you and your candidates cross-reference the evidence to the standards of the SVQs, we have provided records similar to those produced in the SQA portfolio. Use one record for each item. The grids should be completed by:

- ◆ entering the evidence index number in the first column
- ◆ giving a brief description of the evidence in the second
- ◆ mark the relevant boxes for the Competent Person Must
- ◆ mark the areas of knowledge and understanding the piece of evidence covers

If integrated assessment is used (linking across different Units) the evidence should be cross-referenced back to the relevant Units.

We have provided a completed example to show how to use the record.

TEX14

Unit: Prepare for Textile Operations

Notes/Comments

Carried out basic machine maintenance on a knitting machine. All 'competent person must' items met.

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate: *John Rowley* Date: *27/01/10*

Assessor: *David Ferguson* Date: *27/01/10*

Internal Verifier: *Gordon Gibb* Date: *16/03/10*

5: Further information

What else should I read?

The publications listed here provide additional information on how to implement SVQs. Details of these and other SQA publications are available on our website at www.sqa.org.uk on the 'Publications, Sales and Downloads' section. They can be ordered from SQA's Business Development and Customer Support Team — telephone 0303 333 0330. Please note that there may be a charge for some of these publications.

Assessor/Verifier Units: assessment guidance

External verification: A Guide for Centres

Guide to Assessment

Introduction to Assessment Arrangements for Schools and Colleges

SQA's Quality Framework: a guide for centres

Operational Help Centre

The Operational Guide for Centres has been replaced by the online Operational Help Centre on www.sqa.org.uk

Appendix 1: Blank recording forms

Unit:

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate:

Date:

Assessor:

Date:

Internal Verifier:

Date:

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit/The job role will involve/The competent person must *

Signed by candidate:

Date:

* refer to the numbered list in this section of the Unit specification

Observation record

Unit/The job role will involve:

Candidate:

Date of
observation:

Evidence index number:

The competent person must	Skills and Techniques*:

Knowledge and understanding apparent from this observation:

Other Units to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

**Assessor's
signature:**

Date:

**Candidate's
signature:**

Date:

* refer to the numbered list in this section of the Unit specification

Witness testimony

SVQ title and level:	
Candidate's name:	
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
The job role will involve:	
Date of evidence:	
Name of witness:	
Designation/relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness:	Date:

Witness (please tick the appropriate box):

- Holds A1/A2 Units or D32/D33 Award
- Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

Unit:	The job role will involve:
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate's responses:	
Assessor's signature:	Date:

Appendix 2: TEX14 — Prepare for Textile Operations

This unit is for those who carry out essential preparatory operations prior to starting the manufacturing process.

The job role will involve:

- 1 Preparing for work operations
- 2 Gathering resources and ensuring equipment is in good order to meet requirements

The competent person must:	The key areas of knowledge and understanding:
<ol style="list-style-type: none"> 1. Receive and interpret work instructions 2. Gather resources together 3. Check that resources and equipment meet requirements 4. Take appropriate action when resources and equipment do not meet requirements 5. Keep work area clean and safe 6. Arrange the work area, resources and equipment to ensure efficiency during work operations 7. Carry out required preparation activities 	<ol style="list-style-type: none"> 1. Work operations to be followed 2. Preparation activities prior to work operations 3. Characteristics of materials to be processed and how to handle them 4. Capabilities of equipment to be used and actions to be taken when it does not conform to specification 5. Importance of maintaining a clean and safe work area

The skills and techniques:

1. Carry out preparation activities safely within agreed timescales following agreed procedures
2. Make sure that your work area is clean, safe and free from waste and obstructions and that it is ready for operations
3. Gather together the required resources
4. Check that resources meet specification
5. Check that resources are sufficient and available to maintain continuity of work operations
6. Protect resources from damage and contamination
7. Ensure equipment is ready for use in order to meet requirements
8. Take appropriate action promptly when resources and equipment do not meet requirements
9. Arrange resources and equipment to ensure efficient operations
10. Confirm preparation activities are correct and complete

Regulations, rules and guidelines

1. The organisation's rules, codes, guidelines and standards
2. Limits of personal responsibility
3. Reporting procedures
4. Equipment operating procedures
5. Responsibilities under the Health & Safety at Work Act
6. Manufacturers instructions

Workplace skills

1. Receive work instructions and specifications and interpret them accurately
2. How to make use of the information detailed in specifications and instructions
3. Ways of planning work activities to maintain continuity of operations
4. Deal with problems within the work area, and within limits of personal responsibility
5. Report problems outside area of responsibility to the appropriate person
6. Communicate effectively with colleagues and customers
7. Comply with written instructions
8. Complete forms, reports and other documentation