



# **Assessment Guidance for the SVQ in Kilt Making 3 at SCQF level 6**

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# About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQ in Kilt Making at level 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 document has been provided to assist assessors and verifiers with the delivery of the SVQ level 3 in Kilt Making at SCQF level 6.

It should be noted that this document will be updated throughout periodically in line with incremental change.

# General Information

## 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.

In addition to the SVQ levels, many SVQs are now assigned SCQF (Scottish Credit and Qualifications Framework) levels and credit values. The SCQF framework has been developed to help people to understand what the different qualifications are and how they compare with one another.

The framework has 12 levels ranging from national qualifications from access at level 1 up to doctorates at level 12. It includes different qualifications at the same level. This does not mean that the qualifications are the same. They may differ in subject content and may have different methods of assessment. Qualifications or programmes of learning positioned at the same level are broadly comparable in terms of the general level of outcome. Thus when benchmarked against the SCQF level descriptors they have been deemed to be equally demanding.

By using two measures, the level of a qualification and the number of credit points awarded for that qualification, the framework helps people understand and compare qualifications. (The level of a qualification increases with the complexity of the course. The number of credit points for a qualification is based on the amount of time that an 'average' learner studying at the appropriate level might take to achieve the outcome of that course. One SCQF credit point represents 10 hours of learning time.)

The Units making up the SVQ in Kilt Making have been credit rated and levelled within the SCQF. The overall SCQF level for the SVQ in Kilt Making is SCQF level 6.

## Who is involved in SVQs?

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

- ◆ **the centre:** Centres are approved by SQA to deliver and assess SVQs. Centres must meet the criteria set by SQA including the appointment of sufficient Assessors and Internal Verifiers (see below)
- ◆ **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 this SVQ(s) — see SQA's website: [www.sqa.org.uk](http://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.

## **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. The introduction to the Kilt Making Units provides information on who the Unit is aimed at and details of what the job role will involve. The other components of the Unit include:

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

The Units making up the award are included in Appendix 1.

# Structure of the SVQs

This section lists the Units which form the **SVQ 3 in Kilt Making at SCQF level 6 (GA0A 23)**

**The candidate needs to achieve eight Units in total: all six mandatory Units plus two Optional Units, one from Group A and one from Group B.**

## Mandatory Units

SSC ref	SQA ref	SCQF level	Title
HS1	F0JK 04	5	Health, Safety and Security at Work
HKM1	FA1Y 04	5	Look After the Work Area in Manufacturing Sewn Kilt Products
HKM2	FA20 04	6	Maintain the Quality of Production Materials in the Kilt Making Process
HKM3	FA21 04	7	Prepare, Measure, Mark Out and Cut Material for the Kilt Making Process
HKM6	FA22 04	5	Carry Out Pressing in the Kilt Making Process
HKM7	FA23 04	6	Select, Prepare and Cut Materials for Trimmings in the Kilt Making Process

## Optional Units

### Group A — choose 1 Unit

SSC ref	SQA ref	SCQF level	Title
HKM4	FA24 04	6	Carry Out the Machine Sewing Processes in Kilt Making
HKM5	FA25 04	7	Carry Out the Hand Sewn Processes in Kilt Making

### Group B — choose 1 Unit

SSC ref	SQA ref	SCQF level	Title
HKM8	FA26 04	8	Cutting Room Organisation in the Kilt Making Process
HKM9	FA27 04	7	Measure, Fit and Make Alterations to the Kilt in the Bespoke Kilt Making Process
HKM10	FA28 04	6	Carry Out Bespoke Selling of Kilts and Highland Wear

# Assessment requirements

The assessment strategy for the SVQ in Kilt Making specifies the general principles for assessment and quality assurance of the qualifications and is essential reading for all assessors and verifiers for this SVQ.

The assessment strategy specifies:

- ◆ the recommended approach to external quality control of assessment
- ◆ the type and amount of evidence to be collected for assessment purposes, including mandatory requirements for evidence from performance in the workplace
- ◆ the extent to which simulated working conditions may be used in assessment, and any required characteristics of the simulations, including definitions of what might constitute realistic working environments
- ◆ the occupational expertise requirements for assessors and verifiers

The assessment strategy is available on SQA's website: **[www.sqa.org.uk](http://www.sqa.org.uk)**

## **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.

## **The steps involved in assessing a candidate for an SVQ**

These are the main stages in the assessment process:

- ◆ planning for assessment
- ◆ generation and collection of candidate evidence that shows competence in the selected Units
- ◆ judging the evidence of the candidate's competence and making an assessment decision based on this evidence
- ◆ recording the assessment decision and the candidate's achievement

# The assessment process

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.

## Roles in assessment

### Candidate

The candidate is at the centre of the assessment process and has a key role in ensuring the process is effective. The candidate should:

- ◆ familiarise themselves with the standards so they know what is to be assessed
- ◆ carry out a self-assessment against the standards to identify any learning and development needs
- ◆ work with their assessor and mentor, if available, to identify opportunities for collecting evidence
- ◆ gather and present evidence for assessment
- ◆ receive and act on feedback from the assessor

### Assessors

Assessors support and assess candidates working towards the SVQ. They make sure that candidates meet the national occupational standards needed to achieve the SVQ.

The assessor's role is to:

- ◆ 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 appropriate evidence
- ◆ observe and record candidates carrying out the activities described in the standards — records should indicate what has been observed, how it was carried out, and what competence it demonstrates
- ◆ assess products of the candidate's own work
- ◆ question candidates and record results
- ◆ help candidates to present or signpost 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

### **Expert witnesses**

A single assessor may not have the occupational expertise to make decisions on candidates' occupational competence for all the Units he/she chooses. Expert witnesses can be used to address any gaps in the technical and occupational competence of assessors.

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace. A qualified assessor will make the final judgement about a candidate's competence based on testimony provided by the expert witness together with any other corroborating evidence.

### **Internal verifiers**

Ultimately it is the internal verifier's job to ensure the integrity and quality of the SVQ. The internal verifier is responsible for:

- ◆ maintaining policies and procedures to enable delivery and assessment of the SVQ
- ◆ training and supporting assessors
- ◆ sampling the work of assessors and candidates
- ◆ checking and standardising assessment decisions made by assessors
- ◆ evaluating the effectiveness of assessment practice and procedures
- ◆ developing practice and procedures as a result of evaluation
- ◆ identifying assessors' training needs
- ◆ supporting assessors in implementing changes

### **Getting off to a good start**

The quality of the advice and guidance received at the beginning of the assessment process is a key factor in ensuring candidates and workplaces achieve the best results from the SVQ.

SVQs are about competence in the workplace, therefore support within the workplace is essential. Effective assessment is facilitated by:

- ◆ building positive working relationships with the workplace
- ◆ working with the candidate to identify the appropriate level of SVQ and choice of optional Units
- ◆ making sure decisions reflect the needs and expectations of the employer as well as the candidate
- ◆ checking the candidate will be engaged in roles that allow them to meet the requirements of the appropriate Units of competence

# Assessment planning

All candidates should have assessment plans that identify when and how assessment will be carried out, taking account of their prior learning and achievements, plans for addressing learning needs, and the assessment opportunities available to them.

Candidates need to have a clear understanding of what they are being assessed on, what methods will be used and what evidence they agree to produce. Proper assessment planning can help candidates to relate their everyday activities to the requirement of the SVQ.

In developing an assessment plan, assessors should:

- ◆ have a thorough knowledge of the SVQ and its assessment requirements
- ◆ get to know the candidate and their workplace
- ◆ find out when the candidate is available for assessment, eg what hours/days they work
- ◆ take account of the candidate's job role and circumstances
- ◆ identify opportunities for demonstrating competence
- ◆ make good use of the mentor, if available, to facilitate assessment opportunities (but keep them separate from the assessment process)
- ◆ ensure assessment planning takes account of the candidate's learning needs and agreed plans for addressing these

When planning assessment, do not be tempted to cover the mandatory Units first. The optional Units are linked to the candidate's specialisms — usually the most important part of their work. Starting from their specialisms means candidates are starting from their area(s) of strength; there will be greater evidence and assessment opportunities; and there will be opportunities for generating evidence for the more generic mandatory Units at the same time.

The agreed assessment plan should:

- ◆ be candidate led rather than provider driven — organise and arrange assessment appropriate to each candidate rather than predetermined programmes or plans
- ◆ identify activities that will provide evidence towards a number of Units wherever possible.
- ◆ use naturally-occurring evidence wherever possible
- ◆ use a range of assessment methods and evidence, driven by candidates' normal activities in the workplace
- ◆ use expertise within the workplace to support assessment, eg witness testimony
- ◆ make use of expert witnesses where appropriate
- ◆ recognise the contribution of learning logs, personal statements, professional discussions, tape, photographic and video evidence to the assessment process

- ◆ use questions to supplement, rather than duplicate, performance observation — there is no need to check knowledge that has been clearly demonstrated through practice
- ◆ where possible use the same evidence if the same knowledge and understanding is required for different Units
- ◆ be consistent with the agreed strategy for the use of simulation if required
- ◆ not overwhelm the candidate with evidence demands — use a sufficiency rather than surfeit approach
- ◆ avoid duplication of evidence and over assessment
- ◆ be consistent with the assessment strategy

## 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:

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

## 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 workplace skills to be 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

### 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 knows and understands.

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.

## **Other methods of assessment**

These methods, like questioning, are often used for authentication.

### **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.

### **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.

## 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.

	<b>Strongest</b>	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.
<b>Weakest</b>		Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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.

### 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 a candidate's job role does not cover all aspects of the qualification.

Skillset 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 Skillset assessment strategy on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **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. Examples of this are:

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

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

# Assessing knowledge and understanding

Knowledge and understanding is an integral aspect of competence. Assessment processes that only look at evidence of knowledge in isolation from performance threatens the validity of assessment of competence. Evidence of knowledge and understanding should come from, or be supported by, assessment of performance.

For assessment to be fair and reliable it is important to assess strictly:

- ◆ to the written knowledge specification
- ◆ within the context of the candidate's job role

There may be some knowledge and understanding that is common to different aspects of working practice. Taking a holistic approach to assessing knowledge and understanding will reduce unnecessary duplication.

## 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.

## Presenting evidence

It is not always necessary to keep copies of all the evidence produced in one place, ie in a portfolio, but assessors and verifiers need to know what evidence is available and where it is located. This can be achieved by signposting where evidence can be found, rather than gathering it together in a portfolio.

In helping candidates to present evidence:

- ◆ focus on assessment against the standards rather than the candidate's ability to manage paperwork

- ◆ make use of awarding body forms and procedures, adapting these as appropriate to the needs and job role of candidates and the way your centre operates
- ◆ strive for quality rather than quantity, and simplicity rather than complexity

### **Tracking progress**

Regular reviews with candidates should be carried out to measure and maintain progress towards achievement of the qualification.

Reviews should take account of:

- ◆ actions agreed at the last review meeting
- ◆ progress made in relation to the agreed learning plan
- ◆ assessments undertaken
- ◆ any problems or obstacles encountered and how these will be addressed
- ◆ any changes in candidate or workplace circumstances, eg changed work role
- ◆ future learning needs and how they will be addressed
- ◆ any implications for the assessment plan and revising this as appropriate

# Key Terminology

## **Performance evidence**

This is first hand evidence of how a candidate works in relation to the standards. It includes the output of performance (work products) and observation of performance. The use of performance evidence is the principal method of demonstrating valid and reliable competence.

## **Assessor observation**

Observation of the candidate in the workplace — carried out by a qualified and occupationally competent assessor. This evidence is both valuable and reliable. At the right or left hand side of each observation record, assessors should reference the task being observed to the performance indicators. This indication is a crucial part of the assessment process and is an essential aid to the internal verification process.

## **Work Products**

Work products are also valuable and reliable items of performance evidence. Work products should be annotated to place the evidence in context. This annotation could be recorded on a storyboard, written on the evidence or within the professional discussion.

## **Supporting evidence**

This evidence supports the key performance evidence. Supporting evidence includes: questioning, professional discussion and witness testimony.

## **Questioning**

Questioning is normally used to fill knowledge gaps. This includes both written and oral questioning. Responses to oral questions should be recorded. Much of the knowledge will be covered by performance evidence and additional written or oral questioning may not be required. If questions are required they may be asked in the form of written or oral questions. Oral questions could be asked by assessors during an observation, during a professional discussion or as work product is being considered by the assessor. The assessor should use his/her judgment to decide the most appropriate opportunity to collect this type of evidence.

## **Professional discussion**

Professional Discussions are structured, well planned, in depth discussions recorded in writing by the assessor or captured on audio or digital video.

## **Witness Testimony**

This is a written confirmation by a colleague or line manager. This may be a separate document or a short statement written on a piece of work product or as part of an observation. Witness testimony can be used to support the validity, authenticity, currency and reliability of the evidence.

## **Contingencies**

These are performance indicators which candidates may find difficult to evidence through performance evidence. If this is the case, responses to 'what if' scenarios, personal statements, responses through a storyboard, or through oral or written questions can be used to generate evidence. Contingencies have been identified within the standards and previous assessment guidance.

# Appendix 1 — Mandatory Units

SSC ref	SQA ref	SCQF level	Title
HS1	F0JK 04	5	Health, Safety and Security at Work
HKM1	FA1Y 04	5	Look After the Work Area in Manufacturing Sewn Kilt Products
HKM2	FA20 04	6	Maintain the Quality of Production Materials in the Kilt Making Process
HKM3	FA21 04	7	Prepare, Measure, Mark Out and Cut Material for the Kilt Making Process
HKM6	FA22 04	5	Carry Out Pressing in the Kilt Making Process
HKM7	FA23 04	6	Select, Prepare and Cut Materials for Trimmings in the Kilt Making Process

## Range of Kilts

Candidates must complete a minimum of six kilts of commercial quality of which:

- ◆ One must be a solid block single colour.
- ◆ Five must be of different tartans to include heavy weight, medium weight, symmetrical and asymmetrical fabrics.
- ◆ Each of the pleating options must be covered — knife pleat, box pleat, to sett and to stripe.
- ◆ All customer types must be covered — adult, lady and child.

## HS1 Health, Safety and Security at Work

This Unit is for those who take responsibility for their own health, safety and security in the workplace, and monitor the workplace for hazards.

The job role will involve:

- 1 Contributing to the safety and security in the workplace.
- 2 Taking action in the event of an incident.
- 3 Raising the alarm.
- 4 Following correct procedures for shut down and evacuation.
- 5 Using emergency equipment correctly and safely.
- 6 Monitor the workplace for hazards.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"><li>1 Take action in the event of fire, emergencies or accidents.</li><li>2 Monitor the workplace for hazards.</li><li>3 Contribute to maintaining the security of the workplace and its contents.</li></ol>	<ol style="list-style-type: none"><li>1 Where alarms, emergency exits, escape routes, emergency equipment and assembly points are located.</li><li>2 What the alarm sounds like.</li><li>3 What hazardous substances are used in the workplace and methods of making safe or reducing their danger in the event of an accident.</li><li>4 How to handle and store hazardous substances.</li><li>5 What the most likely accidents and emergencies in the workplace are and how to deal with them.</li><li>6 Who the nominated first aiders are.</li><li>7 How to deal with loss of property.</li></ol>

<p><b>The skills and techniques:</b></p>
<ol style="list-style-type: none"> <li>1 Identifying the location and type of incident.</li> <li>2 Raising alarms.</li> <li>3 Following emergency procedures.</li> <li>4 Using emergency equipment.</li> <li>5 Recognising potential hazards and rectifying them where possible.</li> <li>6 Storing materials and equipment.</li> <li>7 Handling waste and debris and moving them to safe locations.</li> <li>8 Identifying malfunctions in machinery and equipment, correcting if possible, and reporting them.</li> <li>9 Noting service malfunctions and chemical leaks.</li> </ol>
<p><b>Regulations, rules and guidelines</b></p>
<ol style="list-style-type: none"> <li>1 The organisation's rules, codes, guidelines and standards relating to health, safety and security.</li> <li>2 Equipment operating procedures.</li> <li>3 Handling and lifting techniques.</li> <li>4 Correct use and maintenance of any protective clothing and/or equipment.</li> <li>5 Responsibilities under the Health &amp; Safety at Work Act and COSHH (Control of Substances Hazardous to Health).</li> <li>6 Environmental requirements.</li> <li>7 Manufacturers' instructions.</li> </ol>
<p><b>Workplace skills</b></p>
<ol style="list-style-type: none"> <li>1 Communicate effectively with colleagues and customers.</li> <li>2 Comply with written instructions.</li> <li>3 Complete forms, reports and other documentation.</li> <li>4 Keep accurate records.</li> </ol>

## Evidence Requirements

### Performance evidence

The primary source of evidence for the assessment for this Unit is expected to come from observation of the candidate in the workplace covering the *skills and techniques* and *the competent person must* sections. Simulated activities can be used in situations where evidence of real work activity is difficult to gather for reasons such as safety or the infrequency with which it occurs. Simulations must be agreed with the External Verifier prior to taking place and should be carried out within an agreed realistic working environment. Further guidance on simulation is included in the Assessment Strategy developed by Skillfast-UK.

### Simulated activities would be acceptable for generating evidence of candidates' competence in:

- ◆ Taking action in the event of fire, emergencies or accidents.

### Supplementary evidence

Diverse evidence such as, product evidence, witness testimony (expert witness), personal statements, questioning (either written or oral), projects or professional discussion is also acceptable.

### Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

To achieve the Unit candidates must provide evidence that they have consistently met the performance requirements and have the necessary knowledge, understanding and skills to work competently in Kilt Making.

Examples of evidence for this Unit may include:

- ◆ most commonly used in assessing this Unit (this is for guidance only)

- ◆ product evidence
- ◆ observation reports
- ◆ oral/written questions and answers
- ◆ personal statements/log books
- ◆ witness statements
- ◆ taped evidence (video or audio)
- ◆ photographic evidence
- ◆ simulation (is acceptable for this Unit)

case studies/assignments

other suitable supplementary evidence

interview/professional discussion

## **HKM1 Look After the Work Area in Manufacturing Sewn Kilt Products**

This standard is for those who organise their work activities to make sure that agreed production targets and instructions are met, carry out ongoing routine maintenance of tools and equipment, and recognise problems and deal with them within the limit of their personal responsibility.

The job role may involve:

- 1 Helping to achieve production targets.
- 2 Keeping up the rate of production.
- 3 Looking after tools and equipment.
- 4 Keeping the work area clean and tidy.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"> <li>1 Organise and carry out work.</li> <li>2 Deal with work interruptions.</li> <li>3 Safe lifting and handing of materials.</li> <li>4 Use materials to minimise waste.</li> <li>5 Maintain tools and equipment in a serviceable condition ready for use.</li> <li>6 Identify faults in tools and equipment and take corrective action within limits of personal responsibility.</li> <li>7 Carry out running maintenance within agreed schedules.</li> <li>8 Report the need for maintenance and/or cleaning outside your responsibility.</li> <li>9 Keep the work area clean and free from waste and obstructions.</li> <li>10 Use cleaning equipment and methods appropriate for the work to be carried out.</li> <li>11 Dispose of waste safely in the designated location.</li> <li>12 Store cleaning equipment safely after use.</li> <li>13 Carry out cleaning according to schedules and limits of responsibility.</li> </ol>	<ol style="list-style-type: none"> <li>1 Why it is important to minimise production costs.</li> <li>2 The importance of taking action when problems are identified.</li> <li>3 Different ways of minimising waste.</li> <li>4 Why it is important to conduct running maintenance.</li> <li>5 Common faults with equipment and how they can be rectified.</li> <li>6 Sources of information regarding maintenance procedures.</li> <li>7 Hazards likely to be encountered when conducting routine maintenance.</li> <li>8 Why it is important to carry out regular cleaning.</li> <li>9 Different types of cleaning equipment and their use.</li> <li>10 Safe working practices for lifting, handling and cleaning and how they are carried out.</li> </ol>

<p><b>The skills and techniques:</b></p>
<ol style="list-style-type: none"> <li>1 Maintaining a clean and hazard free working area.</li> <li>2 Using correct machine guards.</li> <li>3 Handling tools, machinery and work aids in a safe manner.</li> <li>4 Reporting unsafe equipment and other dangerous occurrences.</li> <li>5 Handling materials safely and correctly.</li> <li>6 Disposing of waste safely.</li> <li>7 Working in a comfortable position with good posture.</li> <li>8 Moving about the workplace with care.</li> <li>9 Using correct lifting and handling procedures.</li> </ol>
<p><b>Regulations, rules and guidelines</b></p>
<ol style="list-style-type: none"> <li>1 The organisation's rules, codes, guidelines and standards.</li> <li>2 Limits of personal responsibility.</li> <li>3 Reporting procedures.</li> <li>4 Equipment operating procedures.</li> <li>5 Responsibilities under the Health &amp; Safety at Work Act.</li> <li>6 Manufacturer's instructions.</li> </ol>
<p><b>Workplace skills</b></p>
<ol style="list-style-type: none"> <li>1 Deal with problems within the work area, and within limits of personal responsibility.</li> <li>2 Report problems outside area of responsibility to the appropriate person.</li> <li>3 Describe lines of communication in the team.</li> <li>4 Describe roles and responsibilities of self, colleagues, and line manager.</li> <li>5 Describe how your work role fits in with the overall manufacturing process.</li> <li>6 Time keeping.</li> <li>7 Build good working relationships with colleagues.</li> <li>8 Communicate effectively with colleagues and customers.</li> <li>9 Deal diplomatically with disagreements in the workplace.</li> <li>10 Present any ideas for improvement to line manager.</li> <li>11 Take part in team meetings.</li> <li>12 Comply with written instructions.</li> <li>13 Complete forms, reports and other documentation.</li> <li>14 Keep accurate records.</li> </ol>

## Evidence Requirements

### Performance evidence

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### Supplementary evidence

Diverse evidence such as, product evidence, witness testimony (expert witness), personal statements, questioning (either written or oral), projects or professional discussion is also acceptable.

### Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

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Examples of evidence for this Unit may include:

◆ most commonly used in assessing this Unit (this is for guidance only)

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- ◆ observation reports
- ◆ oral/written questions and answers
- ◆ personal statements/log books
- ◆ witness statements
- ◆ taped evidence (video or audio)
- ◆ photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion

## **HKM2 Maintain the Quality of Production Materials in the Kilt Making Process**

This standard is for those who monitor their own production activities, confirm that the materials supplied are to specification, identify and find out the cause of faults, correct faults where possible, make a variety of decisions, and use appropriate methods not only to rectify any faults but to prevent any repetition of the fault, as well as record the observations noted and decisions and actions taken.

The job role may involve:

- 1 Inspecting materials and trimming products and matching them to specification.
- 2 Identify, record and report faults in materials and products.
- 3 Correcting/resolving faults and where possible.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"> <li>1 Confirm that received materials and trimming products are to kilt specification required.</li> <li>2 Carry out quality checks at specified intervals according to organisation's instructions.</li> <li>3 Identify faults and possible causes in materials and trimming products and, where appropriate, rectify them or report potential solutions and also report faults outside personal responsibility to the appropriate person, according to organisation's guidelines.</li> <li>4 Record all information relating to faults and actions taken accurately, completely and legibly.</li> <li>5 Prioritise the fault rectification process to maintain production requirements.</li> <li>6 Make adjustments promptly to return product to specification.</li> <li>7 Monitor rectified faults to ensure the problems have been solved.</li> <li>8 Record adjustments not covered by established procedures for future reference.</li> </ol>	<ol style="list-style-type: none"> <li>1 Know where to source work specification information and how to use this information.</li> <li>2 Different types of faults in production materials likely to be encountered (eg knots, colours), the different techniques and inspection methods used to detect faults (eg observation, comparison with swatch samples) and the ways of rectifying them.</li> <li>3 How to compare types of faults with possible causes and acceptable solutions (equipment, materials, process) and the consequences of not rectifying problems.</li> <li>4 Why checks in production materials are important, what methods of recording are used</li> <li>5 Why it is important to record details of irregularities in production materials.</li> <li>6 What are your responsibilities at work during production, if appropriate</li> <li>7 What are your quality and production targets, and the effect of not meeting these on</li> </ol>

	<p>you and/or your team if appropriate</p> <p>8 Consequences of not monitoring adjustments made.</p>
<p><b>The skills and techniques:</b></p>	
<ol style="list-style-type: none"> <li>1 Sourcing and using appropriate reference information.</li> <li>2 Using inspection methods appropriate to the work.</li> <li>3 Identification of equipment parts.</li> <li>4 Setting up an efficient work station.</li> <li>5 Identifying faults, the causes and rectification.</li> <li>6 Describing the allowed tolerances.</li> <li>7 Differentiating between correctable and non-correctable faults.</li> <li>8 Record accurately observations made and decisions and/or actions taken.</li> <li>9 Handling techniques for different fabrics.</li> <li>10 Reporting production problems.</li> </ol>	
<p><b>Regulations, rules and guidelines</b></p>	
<ol style="list-style-type: none"> <li>1 The organisation's rules, codes, guidelines and standards.</li> <li>2 Quality systems and procedures.</li> <li>3 Limits of personal responsibility.</li> <li>4 Reporting procedures.</li> <li>5 Responsibilities under the Health &amp; Safety at Work Act and COSHH (Control of Substances Hazardous to Health).</li> <li>6 Manufacturer's instructions.</li> </ol>	
<p><b>Workplace skills</b></p>	
<ol style="list-style-type: none"> <li>1 Deal with problems within the work area, and within limits of personal responsibility.</li> <li>2 Report problems outside area of responsibility to the appropriate person.</li> <li>3 Communicate effectively with colleagues and customers.</li> <li>4 Comply with written instructions.</li> <li>5 Complete forms, reports and other documentation.</li> <li>6 Keep accurate records.</li> </ol>	

## Evidence Requirements

### Performance evidence

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### Assessing knowledge and understanding

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  - ◆ Personal statements/Log Books
  - ◆ Witness Statements
  - ◆ Taped evidence (Video or Audio)
  - ◆ Photographic evidence
- Case studies/Assignments  
Other suitable supplementary evidence  
Interview/Professional Discussion

### **HKM3 Prepare, Measure, Mark Out and Cut Material for the Kilt Making Process**

This standard is for those who are involved in the preparation and marking out of material ready for the sewing process, including making use of manual cutting or laying up equipment, preparing the work area and equipment for use as well as getting the necessary materials, planning and marking out tools, recognising and correcting faults that may occur and meeting targets, before carrying out the cutting operation.

The job role may involve:

- 1 Preparing cutting equipment and work area.
- 2 Obtaining and preparing materials for marking out.
- 3 Planning, measuring and marking out materials for cutting.
- 4 Cutting materials to form components.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"> <li>1 Organise work to be carried out according to instructions and make sure that your work area, equipment and tools are free from lubricants and debris.</li> <li>2 Set up and use equipment for work, identify faulty equipment and take appropriate action within the limits of your responsibility.</li> <li>3 Identify difficulties in carrying out instructions and report them promptly.</li> <li>4 Interpret specifications and instructions accurately.</li> <li>5 Make sure that materials, templates and lays are confirmed to the specification and are free from defects and faults, identify materials, templates and lays not to specification and take relevant action according to organisation's guidelines.</li> <li>6 Match part rolls for colour and integrate into the complete job.</li> <li>7 Position material and roll out square, true and flat on the cutting area.</li> <li>8 Identify acceptable material</li> </ol>	<ol style="list-style-type: none"> <li>1 Hazards likely to be encountered and how they can be avoided (eg safe lifting and handling).</li> <li>2 How to read and interpret work instructions.</li> <li>3 Safe operating principles of tools and equipment used, also identify their faults and how they should be dealt with within the limits of personal limitations.</li> <li>4 Consequences of lubricants and debris being left on equipment, tools and work surfaces.</li> <li>5 Types of material faults which occur, how they are identified and how they should be dealt with according to organisation's guidelines.</li> <li>6 Ways in which damaged templates and lays can be rectified.</li> <li>7 Storage requirements for different types of materials.</li> <li>8 The reasons why waste should be kept to a minimum.</li> <li>9 How to read, interpret and use measurements.</li> </ol>

<p>faults (eg slubs, knots outwith the marked measurements) and mark for future identification.</p> <p>9 Have numeracy skills.</p> <p>10 Be able to read, use tape/ruler measurements accurately and record measurements.</p> <p>11 Be able to read the check/sett of the material.</p> <p>12 Plan the sequence of marking out and cutting in order to minimise waste and take into account material width, minor defects and major flaws and identify any problems and take relevant action to effect optimum use of the material according to instructions.</p> <p>13 Measure and mark out quantity of material within acceptable limits and to specification using the correct marker and check that marked components are free from major flaws.</p> <p>14 Use the cutting equipment safely and correctly.</p> <p>15 Cleanly cut components to marked size and shape within given tolerances, identify problems in cutting components and take relevant action.</p> <p>16 Correctly align marked components according to product requirements and accurately mark components ready to forward to the next process according to instructions where appropriate.</p> <p>17 Materials remaining from the cutting process which can be re-used are placed in the designated location.</p> <p>18 Dispose of waste safely in the designated location.</p>	<p>10 The importance of using accurate measurements, the consequences of inaccuracies and how to rectify inaccuracies.</p> <p>11 How to calculate and adapt body measurements for optimum fit.</p> <p>12 Understand the differences between the designs and recognise the sequence of the sett and how to optimise the sequence of the sett.</p> <p>13 Type of markers used and consequences of not selecting the correct marker.</p> <p>14 How to transfer the required measurements onto the material and understand the differences between the purposes of the marked-out lines.</p> <p>15 Why it is important to mark components accurately, also identify and understand the consequences of incorrect measurements and their effect on the finished kilt.</p> <p>16 The need to maintain cut components within the given tolerances and problems which may occur in cutting materials and how to rectify them.</p> <p>17 The characteristics of different types of materials and how they are affected by cutting.</p>
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**The skills and techniques:**

- 1 Recognising material faults and judging their severity.
- 2 Material handling when preparing for cutting.
- 3 Material handling when marking and cutting.
- 4 Preparing, using and maintaining tools and equipment.
- 5 Interpretation of instructions, identify correct measurements and measurement scale.
- 6 Calculate required working measurements and adapt measurements for individual fit.
- 7 Identify symmetric and asymmetric designs, understand sett size and optimise use of cloth.
- 8 Use and transfer appropriate measurements accurately onto cloth in the correct sequence and position.
- 9 Recognising which materials are to be cut one way.
- 10 Correct positioning and placing of marking-out lines.
- 11 Identifying the differences between the marking-out lines and their purpose.
- 12 Dealing with material faults.
- 13 Optimum and economical use of material.

**Regulations, rules and guidelines**

- 1 The organisation's rules, codes, guidelines and standards.
- 2 Quality systems and procedures.
- 3 Limits of personal responsibility.
- 4 Reporting procedures.
- 5 Equipment operating procedures.
- 6 Responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health).
- 7 Manufacturer's instructions.

**Workplace skills**

- 1 Deal with problems within the work area, and within limits of personal responsibility.
- 2 Report problems outside area of responsibility to the appropriate person.
- 3 Communicate effectively with colleagues and customers.
- 4 Work as part of a team.
- 5 Comply with written instructions.
- 6 Complete forms, reports and other documentation.
- 7 Keep accurate records.

## Evidence Requirements

### Performance evidence

The primary source of evidence for the assessment for this Unit is expected to come from observation of the candidate in the workplace covering the skills and techniques and the competent person must sections. Simulated activities can be used in situations where evidence of real work activity is difficult to gather for reasons such as safety or the infrequency with which it occurs. Simulations must be agreed with the External Verifier prior to taking place and should be carried out within an agreed realistic working environment. Further guidance on simulation is included in the Assessment Strategy developed by Skillfast-UK.

### Supplementary evidence

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### Assessing knowledge and understanding

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Examples of evidence for this Unit may include:

◆ most commonly used in assessing this Unit (this is for guidance only)

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  - ◆ oral/written questions and answers
  - ◆ personal statements/log books
  - ◆ witness statements
  - ◆ taped evidence (video or audio)
  - ◆ photographic evidence
- simulation (is not acceptable for this Unit)  
case studies/assignments  
other suitable supplementary evidence  
interview/professional discussion

## **HKM6 Carry Out Pressing in the Kilt Making Process**

This standard is for those who prepare their own work area, select and prepare the appropriate equipment, prepare the material for pressing, press kilts using dry iron, steam iron and vacuum buck pressing methods, and ensure product quality by remedial work and adjustments.

The job role may involve:

- 1 Preparing hand pressing equipment and work area.
- 2 Identifying and preparing materials.
- 3 Pressing kilts.
- 4 Monitoring the pressing process.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"> <li>1 Organise work to be carried out in accordance with instructions, select appropriate equipment for the work and ensure that equipment and operating surfaces are clean and free of contamination.</li> <li>2 Identify difficulties in carrying out instructions and report them promptly.</li> <li>3 Carry out test pressing to confirm that shine, stretch, shrinkage and fabric reaction is within agreed tolerances.</li> <li>4 Select and prepare materials and confirm specification before pressing.</li> <li>5 Identify material defects and report promptly.</li> <li>6 Prioritise work to meet production schedule.</li> <li>7 Press material using method, sequence and time to achieve product specification and according to instruction.</li> <li>8 Identify and rectify recoverable faults within the capabilities of the equipment and organisation's instruction.</li> <li>9 Confirm and record specifications after pressing.</li> <li>10 Identify rejects, mark and place in the designated locations.</li> </ol>	<ol style="list-style-type: none"> <li>1 How to read and interpret instructions, specifications and size charts and the importance of checking products against specification.</li> <li>2 Safe use of different types of equipment to achieve specified results, how they are used, faults which may occur, how they are identified and dealt with according to organisation guidelines.</li> <li>3 Equipment adjustment and maintenance to achieve required results and how to adjust and modify equipment to achieve specification of the product within limits of personal responsibility according to organisation's guidelines.</li> <li>4 Product faults which may occur, how they are identified and appropriate course of action to be taken. How to rectify minor faults in garments by the application of heat, steam, vacuum and pressure. Characteristics of differing materials and when to carry out temperature, pressure and steam test.</li> <li>5 How to manually manipulate product materials to achieve</li> </ol>

<p>11 Label and record pressed items, protect pressed items and forward to the next stage of the production process where appropriate.</p> <p>12 Ensure that the final quality of pressed completed kilt complies with specifications.</p>	<p>specified requirements.</p> <p>6 The construction of garments.</p> <p>7 Understand how, when and which areas to press correctly during the kilt making process, the consequences of errors and how to rectify them where possible.</p> <p>8 Why it is important to operate equipment within health and safety requirements.</p> <p>9 Why pressed items should be protected and the ways in which pressed items should be protected.</p> <p>10 Importance of forwarding products promptly.</p> <p>11 Why it is important to mark and segregate reject items.</p>
<p><b>The skills and techniques:</b></p>	
<p>1 Set equipment to appropriate operating temperatures, times and pressures to achieve requirements.</p> <p>2 Operate pressing equipment safely and correctly according to material type.</p> <p>3 Achieve product specification by adjustment of equipment and manipulation of material.</p> <p>4 Ensure that the completed product conforms to size and visual requirements.</p> <p>5 Use and maintain records of kilt specification.</p>	
<p><b>Regulations, rules and guidelines</b></p>	
<p>1 The organisation's rules, codes, guidelines and standards.</p> <p>2 Quality and quantity of manufactured output complies with specifications and production targets.</p> <p>3 Quality systems and procedures.</p> <p>4 Limits of personal responsibility.</p> <p>5 Reporting procedures.</p> <p>6 Equipment operating procedures.</p> <p>7 Responsibilities under the Health &amp; Safety at Work Act and COSHH (Control of Substances Hazardous to Health).</p> <p>8 Manufacturer's instructions.</p>	

## **Workplace skills**

- 1 Follow and complete production reporting systems and documentation.
- 2 Deal with problems within the work area, and within limits of personal responsibility.
- 3 Report problems within the work area, and within limits of personal responsibility.
- 4 Communicate effectively with colleagues and customers.
- 5 Comply with written instructions.
- 6 Complete forms, reports and other documentation.
- 7 Information recorded is accurate, complete and legible.

## Evidence Requirements

### Performance evidence

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### Supplementary evidence

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### Assessing knowledge and understanding

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- ◆ photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion

## **HKM7 Select, Prepare and Cut Materials for Trimmings in the Kilt Making Process**

This standard is for those who select, prepare and cut materials ready for trimmings for the kilt making process.

The job role may involve:

- 1 Selecting and preparing materials and equipment ready for the cutting process.
- 2 Measure, mark out and cut trimmings to specification and forward where appropriate.
- 3 Stock control.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"> <li>1 Identify the trimmings required to specification.</li> <li>2 Select the materials and components appropriate to each kilt.</li> <li>3 Match trimmings as appropriate.</li> <li>4 Lay out material correctly and inspect for flaws.</li> <li>5 Use templates where appropriate, measure, mark out and cut material accurately.</li> <li>6 Make up and label trimming bundles ready for forwarding where appropriate.</li> <li>7 Keep records of stock control of all materials.</li> </ol>	<ol style="list-style-type: none"> <li>1 Understand the range of trimmings and their purpose.</li> <li>2 The names, appearance, qualities and characteristics of the various materials, canvases, linings and other trimmings.</li> <li>3 The methods of matching, measuring or calculating the quantities of materials, canvases, linings and other trimmings.</li> <li>4 Understand how to measure, mark out and cut accurately as well as economical use of materials.</li> <li>5 Selection, use and maintenance of tools and equipment.</li> <li>6 Safe use of cutting equipment.</li> <li>7 Job ticket systems.</li> <li>8 Trimmings stock control systems.</li> <li>9 Suppliers names, addresses, delivery times, reliability and prices.</li> <li>10 Buying policies.</li> <li>11 Check purchase invoices on receipt of delivery.</li> </ol>

<p><b>The skills and techniques:</b></p>
<ol style="list-style-type: none"> <li>1 Estimating and/or measuring the quantities of canvases, linings and other trimmings required for each kilt according to the kilt specification.</li> <li>2 Selecting the correct quality of canvases, linings and other trimmings required in relation to its purpose and also the kilt specification.</li> <li>3 Matching design, threads, trims and linings as appropriate.</li> <li>4 Using and maintaining marking out equipment.</li> <li>5 Using shears or trimmers for cutting materials, canvases and linings.</li> <li>6 Dealing with and recording faults in materials, linings and other trimmings.</li> <li>7 Bundling and labelling trimmings to be forwarded, where appropriate, with the kilt.</li> <li>8 Check purchase invoices on receipt of delivery.</li> </ol>
<p><b>Regulations, rules and guidelines</b></p>
<ol style="list-style-type: none"> <li>1 The company's relevant systems and procedures.</li> <li>2 Company buying policy.</li> <li>3 Relevant quality standards.</li> <li>4 The company's relevant rules, codes and guidelines.</li> <li>5 Health and safety in the workplace.</li> </ol>
<p><b>Workplace skills</b></p>
<ol style="list-style-type: none"> <li>1 Communicate effectively with colleagues and customers.</li> <li>2 Make accurate estimates of fabrics and materials.</li> <li>3 Make accurate and detailed measurements and calculations.</li> <li>4 Interpret information and results.</li> </ol>

## Evidence Requirements

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- other suitable supplementary evidence
- interview/professional discussion

# Optional Units — Group A

## **HKM4 Carry Out the Machine Sewing Processes in Kilt Making**

This standard is for those who prepare to sew materials for kilts and related products. In this standard the individual prepares their own machine and work area for use, identifies and sorts the components for the correct sewing sequence, sews material to specification, and may forward it to the next process if appropriate.

The job role may involve:

- 1 Preparing machine and work area.
- 2 Identifying and sorting components.
- 3 Sewing materials to specification.
- 4 Forwarding sewn items, where appropriate, and recording details.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"> <li>1 Organise work to be carried out according to instructions and make sure that your work area, equipment and tools are free from lubricants and debris.</li> <li>2 Set up and use equipment for work, identify faulty equipment and take appropriate action within the limits of your responsibility and according to instruction.</li> <li>3 Identify difficulties in carrying out instructions and report them promptly.</li> <li>4 Carry out emergency stop procedures on machinery.</li> <li>5 Identify, rectify and report deviations from specification.</li> <li>6 Keep the work area clean and tidy.</li> <li>7 Confirm components are to specification and are free from defects and faults also, identify components not to specification and take relevant action according to organisation guidelines.</li> <li>8 Obtain the quantity of cut items to meet specifications and prepare components for sewing.</li> <li>9 Machine sew cut items accurately, in correct sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1 Why it is important to read instructions and resolve any problems before starting the machine sewing process.</li> <li>2 Safe operating of equipment according to organisation's guidelines.</li> <li>3 When and how to carry out test sews and the reasons for them.</li> <li>4 Equipment faults which may occur, how they are identified and how they should be dealt with within limits of personal responsibility, eg needle, spool, foot checks.</li> <li>5 The importance of having a clean, clear work area and the consequences of lubricants or debris being left on or around the machine and work surface.</li> <li>6 Hazards likely to be encountered in the workplace and how they can be avoided.</li> <li>7 Characteristics of different materials.</li> <li>8 Consequences of sewing components out of sequence and how to prevent it occurring.</li> <li>9 Types of seams used and purposes they serve and the effect of seams not sewn to specification and how to rectify them according to instruction.</li> </ol>

<ul style="list-style-type: none"> <li>10 Check that sewn product conforms to shape and size requirements.</li> <li>11 Label and record bundled and arranged sewn work for forwarding on to the next stage of the process where appropriate.</li> <li>12 Identify, mark and place rejects in the designated location.</li> <li>13 Inspect products against specification.</li> </ul>	<ul style="list-style-type: none"> <li>10 Types of sewing faults which may occur (eg mis-matched checks), how they are identified and how they should be dealt with according to instruction.</li> <li>11 Why sewn items should be kept free of contamination.</li> <li>12 What are the storage requirements of different types of sewn items.</li> <li>13 Why it is important to segregate and mark rejects.</li> </ul>
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**The skills and techniques:**

- 1 Faults with machine are identified and the relevant action taken within limits of personal responsibility.
- 2 Carry out test sews at required times.
- 3 Machine is operated safely and correctly according to instructions.
- 4 Seams are accurately sewn to specification.
- 5 Use scissors correctly, efficiently and safely.
- 6 Ensure sufficient quantity of cut items are available.
- 7 Meet specification in terms of size, shape, labels and decoration.
- 8 Identify faults and take appropriate action.
- 9 Recognise bad stitching, the cause and how to rectify it within limits of personal responsibility.

**Regulations, rules and guidelines**

- 1 The organisation's rules, codes, guidelines and standards.
- 2 Quality and quantity of manufactured output complies with specifications and production targets.
- 3 Quality systems and procedures.
- 4 Limits of personal responsibility.
- 5 Reporting procedures.
- 6 Equipment operating procedures.
- 7 Responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health).
- 8 Manufacturer's instructions.

**Workplace skills**

- 1 Follow and complete production reporting systems and documentation.
- 2 Deal with problems within the work area, and within limits of personal responsibility.
- 3 Report problems outside area of responsibility to the appropriate person.
- 4 Communicate effectively with colleagues and customers.
- 5 Comply with written instructions.
- 6 Complete forms, reports and other documentation.
- 7 Keep accurate records.

## Evidence Requirements

### Performance evidence

The primary source of evidence for the assessment for this Unit is expected to come from observation of the candidate in the workplace covering the *skills and techniques* and *the competent person must* sections. Simulated activities can be used in situations where evidence of real work activity is difficult to gather for reasons such as safety or the infrequency with which it occurs. Simulations must be agreed with the External Verifier prior to taking place and should be carried out within an agreed realistic working environment. Further guidance on simulation is included in the Assessment Strategy developed by Skillfast-UK.

### Supplementary evidence

Diverse evidence such as, product evidence, witness testimony (expert witness), personal statements, questioning (either written or oral), projects or professional discussion is also acceptable.

### Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

To achieve the Unit candidates must provide evidence that they have consistently met the performance requirements and have the necessary knowledge, understanding and skills to work competently in Kilt Making.

Examples of evidence for this Unit may include:

◆ most commonly used in assessing this Unit (this is for guidance only)

- ◆ product evidence
- ◆ observation reports
- ◆ oral/written questions and answers
- ◆ personal statements/log books
- ◆ witness statements
- ◆ taped evidence (video or audio)
- ◆ photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion

## HKM5 Carry Out the Hand Sewn Processes in Kilt Making

This standard is for those who prepare to hand sew materials for kilts and related products/trimmings. In this standard the individual prepares their own work area, identifies and sorts the components for the correct sewing sequence, hand sews material to specification, and may forward it to the next process where appropriate.

The job role may involve:

- 1 Preparing work area.
- 2 Identifying and sorting components.
- 3 Selection and preparation of equipment.
- 4 Hand sewing materials to specification.
- 5 Forwarding sewn items and recording details.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"> <li>1 Keep the work area clean and tidy and organise work in accordance with instructions.</li> <li>2 Identify and report difficulties in carrying out instructions.</li> <li>3 Confirm components are to specification and are free from defects and fault, also identify components not to specification and take relevant remedial action according to organisation's guidelines.</li> <li>4 Identify, rectify and report deviations from specification.</li> <li>5 Identify and prepare materials for sewing.</li> <li>6 Sew the kilt (eg pleats, aprons) accurately, by hand, in the correct sequence, using a range of stitches as appropriate and matching threads according to colour and purpose.</li> <li>7 Obtain the quantity of cut trimmings to meet specifications.</li> <li>8 Sew, match and attach pre-cut trimmings in correct sequence using the appropriate stitches and threads.</li> </ol>	<ol style="list-style-type: none"> <li>1 Why it is important to read instructions and resolve any problems before starting the hand sewing process.</li> <li>2 The importance of having a clean, clear work area.</li> <li>3 Fabric construction, types of cloth faults characteristics of different materials and behaviour, including tension, relaxation and distortion.</li> <li>4 Understand and identify all markings and the sequence of the sett.</li> <li>5 Identify component parts for the kilt, understand the correct sequence of sewing the kilt and the consequences of sewing components out of sequence and how to prevent it occurring according to instruction.</li> <li>6 The range of hand sewn stitches used in the construction of the kilt and where and how to use them and the importance of sewing accurately to measurements and specifications, and also the consequences of inaccuracies and how to rectify them.</li> </ol>

<p>9 Check sewn product conforms to shape and size requirements as per specification.</p> <p>10 Label and record bundled and arranged sewn work for forwarding on to the next stage of the process where appropriate.</p> <p>11 Identify, mark and place rejects in the designated location.</p>	<p>7 Interpret measurements and specifications.</p> <p>8 The importance of matching marking-out lines, design lines and twill.</p> <p>9 Select and use appropriate threads, needles and thimbles and appreciate the consequences of not selecting them.</p> <p>10 Selection of appropriate pre-cut support canvases, pre-cut trimmings and pre-cut linings and matching and attaching, where required, to the kilt with appropriate stitching and thread.</p> <p>11 Types of sewing errors which may occur, how they are identified, their effect on the finished kilt and how they should be dealt with according to organisation's instructions.</p> <p>12 Appreciate how figure variations are reflected in the shape and size of the kilt.</p> <p>13 Why sewn items should be kept free of contamination.</p> <p>14 What are the storage requirements of sewn items.</p> <p>15 Why it is important to segregate and mark rejects.</p>
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**The skills and techniques:**

- 1 Carry out test sews of stitches and threads used.
- 2 Use scissors/shears correctly, efficiently and safely.
- 3 Using the needle and thimble.
- 4 Identification and use of appropriate threads.
- 5 Demonstrate knowledge of stitch types, their appropriate use and application.
- 6 Identify the different weights of material, support canvases trimmings and linings, where and why they are used.
- 7 Ensure sufficient quantity of materials, support canvases, linings, straps and buckles are available for kilt trim.
- 8 Stitches are accurately sewn to specification.
- 9 Read, interpret and maintain work specification records.
- 10 Meet specification in terms of size, shape, labels and trimmings.

- 11 Identify faults and take appropriate action.
- 12 Recognise bad stitching, the causes and take appropriate steps to rectify.

### **Regulations, rules and guidelines**

- 1 The organisation's rules, codes, guidelines and standards.
- 2 Quality and quantity of manufactured output complies with specifications and production targets.
- 3 Quality systems and procedures.
- 4 Limits of personal responsibility.
- 5 Reporting procedures.
- 6 Equipment operating procedures.
- 7 Responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health).
- 8 Manufacturer's instructions.

### **Workplace skills**

- 1 Follow and complete production reporting systems and documentation.
- 2 Deal with problems within the work area, and within limits of personal responsibility.
- 3 Report problems outside area of responsibility to the appropriate person.
- 4 Communicate effectively with colleagues and customers.
- 5 Comply with written instructions.
- 6 Complete forms, reports and other documentation.
- 7 Keep accurate records.

## Evidence Requirements

### Performance evidence

The primary source of evidence for the assessment for this Unit is expected to come from observation of the candidate in the workplace covering the *skills and techniques* and *the competent person must* sections. Simulated activities can be used in situations where evidence of real work activity is difficult to gather for reasons such as safety or the infrequency with which it occurs. Simulations must be agreed with the External Verifier prior to taking place and should be carried out within an agreed realistic working environment. Further guidance on simulation is included in the Assessment Strategy developed by Skillfast-UK.

### Supplementary evidence

Diverse evidence such as, product evidence, witness testimony (expert witness), personal statements, questioning (either written or oral), projects or professional discussion is also acceptable.

### Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

To achieve the Unit candidates must provide evidence that they have consistently met the performance requirements and have the necessary knowledge, understanding and skills to work competently in Kilt Making.

Examples of evidence for this Unit may include:

◆ most commonly used in assessing this Unit (this is for guidance only)

- ◆ product evidence
- ◆ observation reports
- ◆ oral/written questions and answers
- ◆ personal statements/log books
- ◆ witness statements
- ◆ taped evidence (video or audio)
- ◆ photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion

# Optional Units — Group B

## **HKM8 Cutting Room Organisation in the Kilt Making Process**

This standard is for those who organise the cutting room.

The job role may involve:

- 1 Organising the cutting room.
- 2 Stock control.
- 3 Record keeping.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"> <li>1 Record lengths cut.</li> <li>2 Stock control.</li> <li>3 Allocate work to production.</li> <li>4 Supervise production and check quality of production.</li> <li>5 Keep the cutting room record of work allocation, progress and fitting times.</li> <li>6 Authorise advice to customers for fittings.</li> <li>7 Complete orders.</li> </ol>	<ol style="list-style-type: none"> <li>1 Work room control techniques.</li> <li>2 The cloth stock control systems.</li> <li>3 Progress record systems.</li> <li>4 How to advise customers.</li> <li>5 Despatch procedures.</li> <li>6 How to keep the cutting room record.</li> </ol>
<b>The skills and techniques:</b>	
<ol style="list-style-type: none"> <li>1 Identifying the requirements of the kilt maker and the customer in relation to: <ul style="list-style-type: none"> <li>◆ Work allocation.</li> <li>◆ Work progress.</li> </ul> </li> <li>2 Advising customers for fittings and completion of orders.</li> <li>3 Judging workers' skills and outputs.</li> <li>4 Applying methods of production control and work load balance.</li> <li>5 Managing work teams.</li> <li>6 Criticising positively and constructively.</li> </ol>	
<b>Regulations, rules and guidelines</b>	
<ol style="list-style-type: none"> <li>1 The company's relevant systems and procedures.</li> <li>2 Relevant quality standards.</li> <li>3 The company's relevant rules, codes and guidelines.</li> <li>4 Health and safety in the workplace.</li> </ol>	

**Workplace skills**

- 1 Communicate effectively with colleagues and customers.
- 2 Make accurate estimates of fabrics and materials.
- 3 Make accurate and detailed measurements and calculations.

## Evidence Requirements

### Performance evidence

The primary source of evidence for the assessment for this Unit is expected to come from observation of the candidate in the workplace covering the *skills and techniques* and *the competent person must* sections. Simulated activities can be used in situations where evidence of real work activity is difficult to gather for reasons such as safety or the infrequency with which it occurs. Simulations must be agreed with the External Verifier prior to taking place and should be carried out within an agreed realistic working environment. Further guidance on simulation is included in the Assessment Strategy developed by Skillfast-UK.

### Supplementary evidence

Diverse evidence such as, product evidence, witness testimony (expert witness), personal statements, questioning (either written or oral), projects or professional discussion is also acceptable.

### Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

To achieve the Unit candidates must provide evidence that they have consistently met the performance requirements and have the necessary knowledge, understanding and skills to work competently in Kilt Making.

Examples of evidence for this Unit may include:

◆ most commonly used in assessing this Unit (this is for guidance only)

- ◆ product evidence
- ◆ observation reports
- ◆ oral/written questions and answers
- ◆ personal statements/log books
- ◆ witness statements
- ◆ taped evidence (video or audio)
- ◆ photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion

## **HKM9 Measure, Fit and Make Alterations to the Kilt in the Bespoke Kilt Making Process**

This standard is for those who measure, fit and make alterations to kilts.

The job role may involve:

- 1 Measuring customers.
- 2 Fitting kilts and recording alterations.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"> <li>1 Check that the kilt is worn correctly and conforms to agreed specification with the customer.</li> <li>2 Check that the kilt lies and fits as per specification. Equipment adjustment and maintenance to achieve required results and how to adjust and modify equipment to achieve specification of the product.</li> <li>3 Take and record customers' measurements, figure variations, dress and style requirements for the kilt.</li> <li>4 Mark and record alterations.</li> <li>5 Re-marking ripped and smoothed garments after fittings.</li> <li>6 Adjust the balance of the kilt after fitting if necessary.</li> <li>7 Giving clear instructions to kilt maker.</li> </ol>	<ol style="list-style-type: none"> <li>1 Understand the specification and fit of the kilt, identify faults in the fit (eg kicking pleat, length), how to rectify where possible within the guidelines of organisation.</li> <li>2 Understand correct procedures for taking and recording measurements and figure variations accurately.</li> <li>3 Understand fitting room procedures (eg privacy).</li> <li>4 Understand alterations procedures, the effect of any proposed alterations, their limitations and their feasibility.</li> <li>5 The meaning of fitters' chalk marks made on the kilt at the fittings.</li> <li>6 Smoothing kilts parts to restore them to the required shape.</li> </ol>
<b>The skills and techniques:</b>	
<ol style="list-style-type: none"> <li>1 Dealing with the customer, being respectful, mindful of their privacy and inspiring confidence.</li> <li>2 Learn how a kilt should fit.</li> <li>3 Using tape measure for taking measurements and recording relevant information.</li> <li>4 Identifying and meeting the expectation of the customer where possible.</li> <li>5 Observing discretely customers' figurations.</li> <li>6 Recognising and marking faults in fit and construction.</li> </ol>	

- 7 Ensuring that the kilt is of the style and specification agreed with the customer.
- 8 Identify what alterations can be made and how they are carried out.
- 9 Preparing the kilt for re-marking after fittings.
- 10 Interpreting and applying fitters markings to kilt.

### **Regulations, rules and guidelines**

- 1 The company's relevant systems and procedures.
- 2 Relevant quality standards.
- 3 The company's relevant rules, codes and guidelines.
- 4 Health and safety in the workplace.

### **Workplace skills**

- 1 Communicating effectively, politely and clearly with customers and colleagues.
- 2 Make accurate estimates of fabrics and materials.
- 3 Make accurate and detailed measurements and calculations.

## Evidence Requirements

### Performance evidence

The primary source of evidence for the assessment for this Unit is expected to come from observation of the candidate in the workplace covering the *skills and techniques* and *the competent person must* sections. Simulated activities can be used in situations where evidence of real work activity is difficult to gather for reasons such as safety or the infrequency with which it occurs. Simulations must be agreed with the External Verifier prior to taking place and should be carried out within an agreed realistic working environment. Further guidance on simulation is included in the Assessment Strategy developed by Skillfast-UK.

### Supplementary evidence

Diverse evidence such as, product evidence, witness testimony (expert witness), personal statements, questioning (either written or oral), projects or professional discussion is also acceptable.

### Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

To achieve the Unit candidates must provide evidence that they have consistently met the performance requirements and have the necessary knowledge, understanding and skills to work competently in Kilt Making.

Examples of evidence for this Unit may include:

◆ most commonly used in assessing this Unit (this is for guidance only)

- ◆ product evidence
  - ◆ observation reports
  - ◆ oral/written questions and answers
  - ◆ personal statements/log books
  - ◆ witness statements
  - ◆ taped evidence (video or audio)
  - ◆ photographic evidence
- case studies/assignments  
other suitable supplementary evidence  
interview/professional discussion

## **HKM10 Carry Out Bespoke Selling of Kilts and Highland Wear**

This standard is for those who bespoke sell kilts and related products.

The job role may involve:

- 1 Knowledge and sourcing tartan.
- 2 Recognise and understand customer specification.
- 3 Ability to take and record all necessary measurements.
- 4 Comprehensive knowledge of material design options.
- 5 Comprehensive knowledge of highland wear accessories and related products.

<b>The competent person must:</b>	<b>The key areas of knowledge and understanding:</b>
<ol style="list-style-type: none"> <li>1 Demonstrate knowledge of appropriate tartan options.</li> <li>2 Demonstrate knowledge of appropriate highland wear accessories.</li> <li>3 Obtain details of customers' requirements.</li> <li>4 Discuss and advise on style and selection of cloth.</li> <li>5 Interpret and record customers' requirements and specifications.</li> <li>6 Know how to estimate material required and give a quote according to company guidelines.</li> <li>7 Initiate, follow through, and complete bespoke sales.</li> </ol>	<ol style="list-style-type: none"> <li>1 How to understand and deal with customers.</li> <li>2 Where and how to source descriptions, samples, pictures of material.</li> <li>3 Where and how to source highland wear accessories and their cost.</li> <li>4 Understand how the highland outfit is worn.</li> <li>5 The comprehensive range of styles and suitability of style to customer.</li> <li>6 Fashion trends.</li> <li>7 Types and features of cloths, and suitability to kilt uses.</li> <li>8 How to measure customers.</li> <li>9 Record customer measurements special needs and specifications accurately and the consequences of inaccuracies and how to rectify them.</li> <li>10 How much material is required to meet the specification and the cost of the kilt.</li> <li>11 Selling techniques in bespoke tailoring.</li> </ol>

<p><b>The skills and techniques:</b></p>
<ol style="list-style-type: none"> <li>1 Knowledge of tartans, their sourcing, range and description.</li> <li>2 Knowledge of highland wear accessories, sourcing them and understanding how they are worn.</li> <li>3 Dealing with the customer, being respectful, mindful of their privacy and inspiring confidence.</li> <li>4 Taking and recording customers' orders.</li> <li>5 Estimating material required and costing the final kilt and/or accessories according to company guidelines.</li> <li>6 Picturing the kilt in relation to the customer's figure, character and personality.</li> <li>7 Ensuring that patterns and kilt are of the style and fit agreed with the customer.</li> <li>8 Understanding and meeting customers' requirements.</li> </ol>
<p><b>Regulations, rules and guidelines</b></p>
<ol style="list-style-type: none"> <li>1 The company's relevant systems and procedures.</li> <li>2 Relevant quality standards.</li> <li>3 The company's relevant rules, codes and guidelines.</li> <li>4 Health and safety in the workplace.</li> </ol>
<p><b>Workplace skills</b></p>
<ol style="list-style-type: none"> <li>1 Communicating effectively, politely and clearly with customers and colleagues.</li> <li>2 Recording requests and information.</li> <li>3 Make accurate estimates of fabric and materials.</li> <li>4 Make accurate and detailed measurements and calculations.</li> </ol>

## Evidence Requirements

### Performance evidence

The primary source of evidence for the assessment for this Unit is expected to come from observation of the candidate in the workplace covering the *skills and techniques* and *the competent person must* sections. Simulated activities can be used in situations where evidence of real work activity is difficult to gather for reasons such as safety or the infrequency with which it occurs. Simulations must be agreed with the External Verifier prior to taking place and should be carried out within an agreed realistic working environment. Further guidance on simulation is included in the Assessment Strategy developed by Skillfast-UK.

### Supplementary evidence

Diverse evidence such as, product evidence, witness testimony (expert witness), personal statements, questioning (either written or oral), projects or professional discussion is also acceptable.

### Assessing knowledge and understanding

Knowledge and understanding are key components of competent performance. Where the candidate's knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence.

To achieve the Unit candidates must provide evidence that they have consistently met the performance requirements and have the necessary knowledge, understanding and skills to work competently in Kilt Making.

Examples of evidence for this Unit may include:

◆ most commonly used in assessing this Unit (this is for guidance only)

- ◆ product evidence
- ◆ observation reports
- ◆ oral/written questions and answers
- ◆ personal statements/log books
- ◆ witness statements
- ◆ taped evidence (video or audio)
- ◆ photographic evidence
- case studies/assignments
- other suitable supplementary evidence
- interview/professional discussion

## **Appendix 2: Blank recording forms**







**Unit:**

**Element:**

**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, Elements, PCs covered

**Signed by candidate:**

**Date:**

# Observation record

Unit/Element(s):

Candidate:

Date of  
observation:

Evidence index number:

Skills/activities observed:	Performance Criteria covered:

**Knowledge and understanding apparent from this observation:**

**Other Units/Elements 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:**

## Witness testimony

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

**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

<b>Unit:</b>	<b>Element(s):</b>
<b>Evidence index number:</b>	
<b>Circumstances of assessment:</b>	
<b>List of questions and candidate's responses:</b>	
<b>Assessor's signature:</b>	<b>Date:</b>
<b>Candidate's signature:</b>	<b>Date:</b>

## **Appendix 3**

### **Extract from Skillfast-UK's Assessment Strategy**

## **1.1 The Assessment Strategy**

The strategy is designed to provide overarching assessment guidance across qualifications covering the whole of the fashion and textiles footprint and to meet regulatory authorities' assessment requirements and criteria. The strategy was developed in consultation with employers, awarding organisations, regulators and providers to ensure reliable, effective assessment practises and quality assured sector qualifications.

The strategy has three key elements:

- ◆ external quality control of assessment
- ◆ workplace assessment
- ◆ the role and occupational expertise of expert witnesses, assessors, and verifiers

The scope of this document covers the sub sectors below:

- ◆ apparel
- ◆ laundry and dry cleaning
- ◆ textiles and technical textiles
- ◆ footwear, leather and leather goods

Additional requirements related to specific sub sectors can be found in relevant annexes. This enables the Skillset and awarding organisations to take account of the changing environment linked to qualification delivery. Annexes will be updated following standard reviews as required.

## **2 External Quality Control of Assessment**

Competency based qualification assessment decisions are monitored and standardised through a robust verification system as outlined by regulators. Units of competence within these qualifications are based on National Occupation Standards (NOS) which are designed specifically for use within competency based qualifications. Units of competence differ from NOS as they are assigned a level, a credit value and include evidence requirements and assessment guidance.

In addition to regulators requirements, the internal and external verification of the assessment process will be provided through the following:

- ◆ Awarding organisations will carry out statistical monitoring and risk rating of all centres. This requires awarding organisations to carry out data collection, analysis, risk assessment and action planning. Awarding organisations delivering the awards should provide adequate arrangements for fulfilling these requirements.

OR

- ◆ Awarding Organisations will carry out 100% external verification of one key Unit in each qualification. This will cover the evidence assessed by each assessor involved in the assessment of the critical Unit over a 12 month period. This Unit will relate to the performance of a major work activity involving a manufacturing process.

Skillset identifies a shared, consistent Unit within each qualification as: HS1 'Health, Safety and Security at Work'. The Unit is vital to occupational competence and provides a standardised approach to the review of evidence. The Unit also has the potential to form the basis of induction programmes for new staff.

Qualifications structures are developed by Skillset in partnership with awarding organisations and employers. The qualification structures provide rules of combination which place technical Units within a broad range of options to reflect the diversity of both manufacturing and product serving processes. The structures provide significant flexibility and enable learners to select and combine Units of competence to the appropriate level.

### **3 Workplace Assessment**

Skillset fashion and textiles NOS are based on the need to demonstrate competence in the workplace. Therefore the workplace is the preferred primary location for assessment, enabling candidates to be assessed under normal commercial operating conditions; however simulation is acceptable under certain circumstances (see section 3.5).

The workplace is defined as an environment in which candidates operate prescribed machinery, equipment or processes under commercial operating conditions, and control systems after any training, induction or related probationary period has been completed.

It is accepted that some areas of knowledge and understanding may take place in a different environment, ie training centre/area which is not the immediate workplace. However any knowledge and understanding assessments undertaken must be directly linked to workplace performance and should include performance evidence.

Primary sources of evidence are listed below:

**3.1 Observation** of candidates; this can only be carried out on the job and is the preferred source of evidence. This should include inspection and evaluation of products produced.

**3.2 Questioning** of candidates to support performance or provide knowledge evidence can take place either on or off the job.

**3.3 Internal competency assessments** carried out as part of a structured in-company approach to training by workplace personnel

should be taken into account as contributory evidence of a candidate's performance. Where these assessment are recorded and subject to audit (ie ISO9000), and a significant amount of this type of evidence is present, assessors should carry out only confirmatory observation and collect supplementary evidence as appropriate.

**3.4 Expert witness<sup>1</sup>**; there are a number of different niche areas within Skillset's fashion and textiles footprint and there are numerous occupations within these areas. A small number of specialist qualifications have been developed in order to reflect this, ie bespoke shoe makers, bespoke tailors, saddlers, leather producers and garment/textile technicians.

These specialist roles are reflected in Skillset's NOS and occupational and functional map, and in many cases assessors, whilst demonstrating broad knowledge of the competencies required to meet the national occupational standards, will not be competent in meeting the requirements of the standards as demonstrated by these job roles. Employers within the sector have been consulted on this issue and trust the ability of experienced employees to contribute substantially to the assessment process as expert witnesses.

Therefore, to provide evidence to confirm the candidate's competence in these circumstances, the assessor must use an expert witness. The use of the expert witness, in this instance, should be sufficient to confirm candidates' competence in their area of skill without observation by the assessor. **However please note the assessor will have overarching responsibility for the assessment and make the final judgment.**

**3.5 Simulation** is permitted in specific aspects of the standards relating to:

- ◆ performing health and safety operations where there could be major disruption to the work process or where events rarely occur
- ◆ activities which would be very costly to perform in terms of time, materials and equipment
- ◆ performing specific activities which would be considered non-routine under commercial working practices

The use of appropriate simulations must be agreed with the External Verifier appointed by the awarding organisation prior to the simulation taking place, and should be carried out within an agreed realistic working environment, please see Realistic Working Environment (RWE) Criteria Annex 5.7.

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<sup>1</sup> An expert witness is an expert on the occupation to be assessed, ie experienced line manager or peer, and not to be consulted as a professional assessor

**3.6 Supplementary evidence** of performance is also recognised as valuable to demonstrate competence. In particular witness testimony may support situations where evidence from direct observation is deemed insufficient to fully meet the standards. Supplementary evidence must relate directly to the candidates performance on the job, and may include professional discussion, product and photographic evidence, relevant documentation, reports, presentations and work records, etc.

**3.7 Recognition of prior learning** can be recognised and evidenced from past achievements may be included within the assessment methods.

Evidence must be measurable and relate to the individual learners current circumstances. Current competence in relation to learning outcomes must also be demonstrated.

The assessor must ensure that the most reliable and effective use is made of evidence relating to claims of prior learning.

#### **4 The Role and Occupational Expertise of Assessors, Expert Witnesses and Verifiers**

The Skillset fashion and textiles NOS are designed to be assessed by vocationally competent assessors in the workplace, and backed up by consistent internal and external verification through the work of the awarding organisations. The overall criteria set out below and any criteria specific to individual sub-sectors indicated in the annexes will be kept under review.

The awarding organisations are requested to monitor the impact of these criteria on the quality of assessment.

##### **4.1 Role of the Assessor**

The role of an assessor is to make accurate and objective decisions as to whether the candidate's performance meets the national standards. The assessor is ultimately responsible for assessment of the candidate's competence and must collate the evidence of competence and understanding in the areas being assessed to the satisfaction of the Verifiers.

Where the expert witness concept is utilised the assessor must:

- ◆ Request the company nomination of an appropriate person in line with expert witness criteria.
- ◆ Ensure the expert witness has the required competence and knowledge.
- ◆ Brief and support the expert witness as appropriate.
- ◆ Ensure the expert witness understands the differences in the roles of assessment and training.
- ◆ Ensure the expert witness understands the NOS and qualification being assessed, and his/her role in the assessment process.

### Occupational Competence of Assessor

**Required:**

Provide current evidence of competence and understanding in the areas to be assessed to the satisfaction of the External Verifier. This may be achieved through experience or continual professional development. Hold or be working towards achievement of the relevant assessor qualifications approved by the qualifications regulatory authorities, and set out in national requirements and guidance. Have a full understanding of the NOS and requirements of the qualification being assessed.

**Desirable:**

Hold or be working towards appropriate technical qualifications in addition to assessor qualifications.

**Exceptions:**

When utilising the expert witness concept, full competence and understanding in the areas being assessed is not required. **However this must be agreed with the relevant awarding organisation.**

### 4.2 Role of Expert Witness

The role of the expert witness (EW) is to work in partnership with the assessor, providing technical expertise and working knowledge which will enable the assessor to make an informed decision with regard to the candidate's competence and achievement of the N/SVQ qualification being undertaken. The EW must be fully briefed by the assessor or internal verifier on his/her role in the assessment process, the qualification to be assessed and the differences between assessment and training.

Note: The assessor will have overall and ultimate responsibility for the assessment of evidence provided and the final decision.

### Occupational Competence of Expert Witnesses

**Required:**

Time served practical experience, ie peer/supervisor/manager nominated by the company. Possess occupationally competent in the skills area to be assessed. Possess a working knowledge of the NOS and qualification being assessed.

**Desirable:**

Hold or be working towards an appropriate unit of competence in the assessment of workplace performance, preferably either A1 or L20 or current superseding qualifications.

### **4.3 Role of the Internal Verifier**

Internal verifiers (IVs) are appointed by approved centres to ensure consistency and quality of assessment. The IV monitors assessment activities and provides guidance, feedback and support to assessors.

### **Occupational Competence of Internal Verifiers**

**Required:**

Demonstrate sufficient and current understanding of the qualifications to be internally verified. Hold or be working towards achievement of the relevant internal verification qualifications approved by the qualifications regulatory authorities and set out in national requirements and guidance. Know where and how to access specialist advice when additional technical knowledge relating to the NOS and the qualification is being assessed.

## **Annex 5.5 — Apparel**

### **Bespoke Cutting and Tailoring**

The primary source of evidence for the assessment is expected to come from observation of the candidate in the workplace and the evaluation of products arising naturally from work activities.

Evidence for the assessment of the level 3 will come from a wide variety of work based sources, including product evaluation with product evidence such as work documents providing a significant amount.

In relation to rare occurrences and contingency situations, there may be value in making use of recognition of prior learning. Wherever historical evidence is used, the body of evidence overall must be such as to demonstrate the candidate's current competence. As with all assessment it is for the assessor to agree with the candidate the most appropriate and cost effective sources of evidence to use in each assessment.

## Simulation

Simulated activities can be used in situations where evidence of real work activity is difficult to gather for reasons such as safety or the infrequency with which it occurs. However a realistic working environment is required across all levels. Please see Annex 5.7.

In addition to the simulation guidance provided within the assessment strategy assessment of textiles qualifications must be designed in relation to the following parameters:

- ◆ Simulations must be designed to match the physical characteristics of an operational environment.
- ◆ Simulated activities should require candidates to demonstrate their competence using real equipment.
- ◆ Simulated activities which require interaction with colleagues and customers should require the candidate to use the communication media that would be expected at work.
- ◆ Simulations need not involve the use of genuine materials. Any simulations which require the candidate to handle or otherwise deal with materials should ensure that the 'dummy' materials take the same form as the real thing, eg using water to mimic liquid spillage or using sand to mimic powder spillage.
- ◆ The use of observation as a method of assessment carried out in a RWE is permitted at level 1 but not permitted at level 2 or above, unless Units specifically state that simulation is acceptable.

## **Annex 5.7 – Realistic Work Environment (RWEs) and Simulation Criteria**

In a sector as diverse as the fashion and textiles industry there are work environments that are difficult to simulate, ie bespoke production, high volume manufacture, automated production.

High quality RWEs and simulations are accepted in various circumstances across all levels as detailed below:

- ◆ Performing health and safety operations where there could be major disruption to the work process or where events rarely occur — this includes dealing with rare or dangerous occurrences, environmental issues, emergency scenarios and rare operations at work.
- ◆ Performing specific activities which would be considered non-routine under commercial working practices such as the response to faults and problems for which no opportunity of naturally occurring workplace evidence has been presented.
- ◆ Activities which would be very costly to perform in terms of time, materials and equipment.

However the RWE and simulation must impose pressures which are consistent with workplace expectations and, it is essential to provide an environment which allows the learner to experience and perform work activities using tools and equipment, procedures and accommodation which are similar to those found in a place of work.

RWEs and simulations must be designed to match the physical characteristics of an operational processing environment as detailed below:

- ◆ Same pressures of time, access to resources and access to information as would be expected if the activity were real.
- ◆ Use real plant and equipment where possible.
- ◆ Provide interaction with colleagues and contacts using the communication media that would be expected at work (if relevant).
- ◆ Need not involve the use of genuine materials, simulations which require the candidate to handle or otherwise deal with materials should ensure that the 'dummy' materials take the same form as the real thing, eg using water to mimic liquid spillage; using sand to mimic powder spillage.

The use of appropriate simulations and RWEs must be agreed with the External Verifier appointed by the awarding organisation prior to the simulation taking place.

Please note: The use of observation as a method of assessment carried out in a RWE is permitted at level 1 but not permitted at level 2 or above, unless Units specifically state that simulation is acceptable.