



Assessment Guidance for the SVQ in Leather Production at level 2

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About this guide

This guide provides some practical examples of how to assess your candidates for the **SVQs in Leather Production at level 2**. 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 SVQs in Leather Production at level 2.

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

Whilst the guidance contained in this document is not mandatory, it illustrates the standard and range of evidence the external verifier expects to see.

About this SVQ

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 Leather Production have not been credit and levelled within the SCQF but the Sector Skills Council intends to carry out this exercise.

General Information

Who is involved in SVQs?

A number of individuals and organisations are involved in SVQ delivery and 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 appendix 3

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 Leather Production Units provides information on who the Unit is aimed at and details of what the job role involves. 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
Evidence Requirements

The Units making up the award, are included in appendix 1.

Structure of the SVQs

This section lists the Units which form the SVQs in Leather Production.

SVQ in Leather Production at level 2 (GA09 22)

Total number of Units that the candidate needs to achieve for the qualification is 4.

Mandatory Units

SQA Ref	SSC Ref	Title
F0JK 04	HS1	Health, Safety and Security at Work
FA5L 04	MSP2	Maintain the Quality of Production

Optional Units: TWO Units from:

SQA Ref	SSC Ref	Title
FA5F 04	MSP1	Look after the Work Area
FA5G 04	L1	Manufacture Material to Add Value in Leather Production (Chemical Processing)
FA5H 04	L2	Manufacture Material to Add Value in Leather Production (Mechanical Processing)
FA5J 04	FS5	Sell Footwear / Leathergoods / Saddlery Care and Ancillary Products
FA5K 04	FL1	Carry Out Cutting Operations

Assessment requirements

The assessment strategy for the SVQ in Leather Production specifies the general principles for assessment and quality assurance of the qualification and is essential reading for all assessors and verifiers for this SVQ.

The Assessment Strategy specifies:

- ◆ external quality control of assessment
- ◆ aspects to be assessed through performance in the workplace
- ◆ workplace assessment/simulation
- ◆ occupational expertise of assessors, verifiers and expert witnesses

The relevant parts of the assessment strategy are published on SQA's website (www.sqa.org.uk), and both SQA and centres must comply with these requirements. Appendix 3 of this document also provides an extract of the assessment strategy.

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:

- ◆ prepare for assessment — become familiar with the standards and understand what is to be assessed and how the assessment will be carried out
- ◆ help to identify sources of evidence and how these could be assessed
- ◆ carry out activities, and/or produce products of own work, and/or answer questions
- ◆ gather, and/or signpost location of evidence, present evidence when required
- ◆ 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 know and understand.

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

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

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.

An example

A candidate may describe in his/her own words, a situation which has occurred at a time when the assessor was not present, such as changing a faulty machine part or reporting a problem to the supervisor. This also can be called a log book or diary of actions.

Witness testimony

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

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

Strongest 	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards. This person may also be an assessor or internal verifier qualified with the A/V Units.
	Someone with considerable occupational expertise in the candidate's area of work and who is familiar with the standards.
	Someone with considerable occupational expertise in the candidate's area of work, but with no knowledge of the standards.
	Someone who may be a colleague of the candidate, but with no knowledge of the standards.
Weakest	Someone with no or little knowledge of the candidate's work or no knowledge of the standards.

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

An example

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

Simulation

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

On some occasions, it may not be practical to assess a candidate in real work. Examples might be where the standards require candidates to carry out emergency or contingency procedures or where 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 assessment strategy on SQA's website:

www.sqa.org.uk.

An example

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

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

Other sources of evidence

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

Photographic evidence

Complete forms, reports and other documentation

Taped evidence (Video or Audio)

Case studies/Assignments

Interview/Professional Discussion

SQA's *Guides to Assessment*

(http://www.sqa.org.uk/sqa/files_ccc/GuideToAssessment.pdf) 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. There are blank forms in Appendix 2 which can be used to record:

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

Presenting evidence

It is not always necessary to keep copies of all the evidence produced in one place, ie in a portfolio. 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

Forms are available (appendix 2) which you and your candidates might find helpful in presenting evidence and recording your assessment decisions.

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 judgement 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.

Further information

What else should I read?

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

Assessor/Verifier Units: assessment guidance

External verification: A Guide for Centres

Guide to Assessment

Introduction to Assessment Arrangements for Schools and Colleges

SQA's Quality Framework: a guide for centres

Operational Help Centre

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

Appendix 1: Units

Mandatory Units

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

The competent person must:	The key areas of knowledge and understanding:
<ol style="list-style-type: none"> 1. Take action in the event of fire, emergencies or accidents 2. Monitor the workplace for hazards 3. Contribute to maintaining the security of the workplace and its contents 	<ol style="list-style-type: none"> 1. Where alarms, emergency exits, escape routes, emergency equipment and assembly points are located 2. What the alarm sounds like 3. What hazardous substances are used in the workplace and methods of making safe or reducing their danger in the event of an accident 4. How to handle and store hazardous substances 5. What the most likely accidents and emergencies in the workplace are and how to deal with them 6. Who the nominated first aiders are 7. How to deal with loss of property
The skills and techniques:	
<ol style="list-style-type: none"> 1. Identifying the location and type of incident 2. Raising alarms 3. Following emergency procedures 4. Using emergency equipment 5. Recognising potential hazards and rectifying them where possible 6. Storing materials and equipment 7. Handling waste and debris and moving them to safe locations 8. Identifying malfunctions in machinery and equipment, correcting if possible, and reporting them 9. Noting service malfunctions and chemical leaks 	

Regulations, rules and guidelines

1. The organisation's rules, codes, guidelines and standards relating to health, safety and security
2. Equipment operating procedures
3. Handling and lifting techniques
4. Correct use and maintenance of any protective clothing and/or equipment
5. Responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
6. Environmental requirements
7. Manufacturers instructions

Workplace skills

1. Communicate effectively with colleagues and customers
2. Comply with written instructions
3. Complete forms, reports and other documentation
4. 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 Skillset.

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 and understanding and skills to work competently in leather production.

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***
- Interview/Professional Discussion***

MSP2 — Maintain the quality of production

This Unit is for those who monitor their own production activities; identify and find out the cause of faults; correct faults; make a variety of decisions; use appropriate methods not only to rectify any faults but to prevent any repetition of the fault.

The job role will involve:

1. Inspecting materials and products
2. Finding the cause of faults in materials and products
3. Correcting faults and recording details

The competent person must:	The key areas of knowledge and understanding:
<ol style="list-style-type: none"> 1. Carry out quality checks at specified intervals according to instructions 2. Identify faults and take appropriate action 3. Report faults outside personal responsibility to the appropriate person 4. Record information accurately, completely and legibly 5. Identify faults in materials and products 6. Identify causes of faults to maintain product quality 7. Follow reporting procedures where the cause of faults cannot be identified 8. Identify and report potential solutions to rectify faults 9. Prioritise the fault rectification process to maintain production requirements 10. Make adjustments promptly to return product to specification 11. Monitor rectified faults to ensure the problems have been solved 12. Record adjustments not covered by established procedures for future reference 	<ol style="list-style-type: none"> 1. Which different types of faults are likely to be found and how to put them right 2. What different techniques and methods are used to detect faults 3. How to compare types of faults with possible causes and solutions (equipment, materials, process) 4. Which inspection methods can be used 5. Why product checks are important 6. What the acceptable solutions are for particular faults 7. What the consequences are of not rectifying problems 8. What types of adjustments are suitable for specific types of faults 9. Why it is important to record details of non-established adjustments 10. Own responsibilities at work during production 11. Own quality and production targets and the effects of not meeting these on self and/or the team 12. What the consequences are of not monitoring any adjustments made 13. What types of recording and reporting systems are used

The skills and techniques:

1. Using inspection methods appropriate to the work
2. Identification of equipment parts
3. Setting up equipment and testing it
4. Setting up an efficient work station
5. Identifying faults, the causes and rectification
6. Defining the allowed tolerances
7. Differentiating between correctable and non-correctable faults
8. Identifying equipment maintenance requirements and describing the maintenance procedure
9. Identifying and rectifying and/or reporting major equipment faults and causes
10. Monitoring and checking equipment and process
11. Handling techniques for different materials
12. Reporting production problems

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. Manufacturers 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. Comply with written instructions
5. Complete forms, reports and other documentation
6. 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 Skillset.

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 and understanding and skills to work competently in leather production.

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 not acceptable for this Unit)***
Case studies/Assignments
Interview/Professional Discussion

Optional Units

MSP1 — Look after the work area

This Unit 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; recognise problems and deal with them within the limit of their personal responsibility.

The job role will involve:

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

The competent person must:	The key areas of knowledge and understanding:
<ol style="list-style-type: none"> 1. Organise and carry out work 2. Deal with work interruptions 3. Handle materials without damage 4. Use materials to minimise waste 5. Maintain tools and equipment in a serviceable condition ready for use 6. Identify faults in tools and equipment and take corrective action 7. Carry out running maintenance within agreed schedules 8. Report the need for maintenance and/or cleaning outside your responsibility 9. Keep the work area clean and free from waste and obstructions 10. Use cleaning equipment and methods appropriate for the work to be carried out 11. Dispose of waste safely in the designated location 12. Store cleaning equipment safely after use 13. Carry out cleaning according to schedules and limits of responsibility 	<ol style="list-style-type: none"> 1. Why it is important to minimise production costs 2. Why action should be taken when problems are identified 3. What the different ways are of minimising waste 4. Why it is important to conduct running maintenance 5. What the common faults are with equipment and how they can be rectified 6. How to find information regarding maintenance procedures 7. Which hazards are likely to be found when carrying out routine maintenance 8. Why it is important to carry out regular cleaning 9. What the different types of cleaning equipment are and their use 10. What the safe working practices are for cleaning and how they are carried out
The skills and techniques:	
<ol style="list-style-type: none"> 1. Maintaining a clean and hazard free working area 2. Using correct machine guards 3. Handling tools, machinery and work aids in a safe manner 4. Reporting unsafe equipment and other dangerous occurrences 5. Handling materials safely and correctly 6. Disposing of waste safely 7. Working in a comfortable position with good posture 8. Moving about the workplace with care 9. Using correct lifting and handling procedures 	

Regulations, rules and guidelines

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

Workplace skills

1. 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. Describe lines of communication in the team
4. Describe roles and responsibilities of self, colleagues, and line manager
5. Describe how your work role fits in with the overall manufacturing process
6. Time keeping
7. Build good working relationships with colleagues
8. Communicate effectively with colleagues and customers
9. Deal diplomatically with disagreements in the workplace
10. Present any ideas for improvement to line manager
11. Comply with written instructions
12. Complete forms, reports and other documentation

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 Skillset.

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 and understanding and skills to work competently in leather production.

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 not acceptable for this Unit)**
Case studies/Assignments
Interview/Professional Discussion

L1 — Manufacture material to add value in leather production (chemical processing)

This Unit is for those who manufacture material to add value in leather production.

The job role will involve:

1. chemically processing and completing materials in a specific area of production, eg, beamhouse, tannage, post tannage, finishing

The competent person must:	The key areas of knowledge and understanding:
<ol style="list-style-type: none"> 1. chemically process the material including <i>the operations involved in one of the following production areas — beamhouse, tannage, post tannage, finishing</i> 2. confirm that the identity and quantity of the material received matches the work ticket 3. accurately follow the essential information contained on the work ticket 4. handle and transport material, including hides, skins, leather, chemicals, in the most effective manner and in the correct sequence 5. follow the process instruction sheet accurately: <ul style="list-style-type: none"> ◆ handle the material in order to avoid contaminating and damaging the material during the process ◆ accurately weigh and handle chemicals appropriately ◆ report any deviations from the process sheet to line manager ◆ complete the process to the specified standard required for the next operation 	<ol style="list-style-type: none"> 1. The main types and characteristics of hides, skins or leather produced by the company 2. An appreciation of all the main stages involved in the company's production 3. The purpose of each operation in the production process 4. The sections of the work ticket relevant to the work required 5. How material can be contaminated or damaged during processing and the effects on quality 6. What essential information is needed to be passed on and to whom
The skills and techniques:	
<ol style="list-style-type: none"> 1. Applying the main skills required in processing material 2. Identifying and selecting the type, grade and quantity of materials to be processed 3. The action to be taken when correct material for work is not available 4. Keeping equipment clean, safe and correct for use 5. Handling material including the procedures for stacking it to avoid contamination 6. Making best use of resources to meet production targets 7. The purpose of the main operations involved in completing the production process 8. Storing processed materials 9. Preventing contamination and damage 10. Dealing with changes to the production schedule 11. Identifying by-products and wastes produced during processing 	

Regulations, rules and guidelines

1. Statutory responsibilities under the Health, Safety and Environmental legislation
2. The company's rules, codes, guidelines and standards
3. Company rules for safe disposal of waste and the implications of failing to follow the rules
4. The hazards associated with the machines and the safety precautions that must be taken

Workplace skills

1. Communicate effectively with colleagues and customers
2. Maintain good working relationship with colleagues
3. Using different types of documentation
4. Comply with written instructions
5. Accurately complete forms, reports and other documentation

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 Skillset.

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 and understanding and skills to work competently in leather production.

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 not acceptable for this Unit)**
Case studies/Assignments
Interview/Professional Discussion

L2 — Manufacture material to add value in leather production (mechanical processing)

This Unit is for those who manufacture material to add value in leather production.

The job role will involve:

1. mechanically processing and completing materials

The competent person must:	The key areas of knowledge and understanding:
<ol style="list-style-type: none"> 1. process the material by carrying out a mechanical operation such as: <i>fleshing, splitting, shaving, drying, softening, spraying, embossing</i> 2. confirm that the identity and quantity of the material received matches the work ticket 3. accurately follow the essential information contained on the work ticket 4. handle and transport material, including hides, skins, leather, in the most effective manner and in the correct sequence 5. follow the start-up sequences and operate the equipment controls correctly: <ul style="list-style-type: none"> • adjust the equipment to ensure the specified quality standards are achieved • handle the material in order to avoid contaminating and damaging the material during the process • complete the process to the specified standard required for the next operation 	<ol style="list-style-type: none"> 1. The main types and characteristics of hides, skins or leather produced by the company 2. An appreciation of all the main stages involved in the company's production 3. The purpose of each operation in the production process 4. The sections of the work ticket relevant to the work required 5. Equipment capabilities 6. How material can be contaminated or damaged during processing and the effects on quality 7. What essential information is needed to be passed on and to whom
<p>The skills and techniques:</p>	
<ol style="list-style-type: none"> 1. Applying the main skills required in processing material 2. Identifying and selecting the type, grade and quantity of materials to be processed 3. The action to be taken when correct material for work is not available 4. Keeping equipment clean, safe and correct for use 5. Maintenance duties in terms of identifying equipment faults 6. Carrying out basic routine equipment maintenance 7. Carrying out the start-up sequences, controlling the equipment and the effects of making incorrect adjustments 8. Handling material including the procedures for stacking it to avoid contamination 9. Making best use of resources to meet production targets 10. The purpose of the main operations involved in completing the production process 11. The correct sequence for shutting equipment down 12. Storing processed materials 13. Preventing contamination and damage 14. Dealing with changes to the production schedule 15. Identifying by-products and wastes produced during processing 	

Regulations, rules and guidelines

1. Statutory responsibilities under the Health, Safety and Environmental legislation
2. The company's rules, codes, guidelines and standards
3. Company rules for safe disposal of waste and the implications of failing to follow the rules
4. The hazards associated with the machines and the safety precautions that must be taken

Workplace skills

1. Communicate effectively with colleagues and customers
2. Maintain good working relationship with colleagues
3. Using different types of documentation
4. Comply with written instructions
5. Accurately complete forms, reports and other documentation

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 Skillset.

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 and understanding and skills to work competently in leather production.

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 not acceptable for this Unit)**
Case studies/Assignments
Interview/Professional Discussion

FS5 — Sell footwear/leathergoods/saddlery care and ancillary products

This Unit is for those who sell footwear/leathergoods/saddlery care and ancillary products to customers.

The job role will involve:

1. confirming the customer's requirements
2. completing the sale

<p>The competent person must:</p>	<p>The key areas of knowledge and understanding:</p>
<ol style="list-style-type: none"> 1. Establish what the customer requires, their budget and their preferences 2. Present the options and choice of products available 3. Help the customer with their choice, 4. Make sure that the customer's requirements have been met and pack the goods in an appropriate manner 5. Handle payment and hand over the product 	<ol style="list-style-type: none"> 1. What the nature of products are that customers may require 2. What the product range is, those currently available and prices 3. What the compatibility is of the different products with the materials used in the construction of the footwear/leathergoods/saddlery 4. What the purposes are to which customers may put the product 5. What action to take if the card transaction is refused 6. What the correct behaviour is which will encourage the customer to visit again
<p>The skills and techniques:</p>	
<ol style="list-style-type: none"> 1. Discussing the product with the customer to allow them to make the correct choice 2. Guiding the customer, if they are uncertain, of the best product for their requirements 3. Confirming the choice of product with the customer so that they feel they have made the correct decision 4. Operating the equipment involved in the payment 5. Preparing and checking a receipt 	
<p>Regulations, rules and guidelines</p>	
<ol style="list-style-type: none"> 1. The organisation's rules, codes, guidelines and standards 2. Responsibilities under the Health & Safety at Work Act 	

Workplace skills

1. Communicate effectively with colleagues and customers
2. Maintain good working relationship with colleagues
3. How to communicate effectively to find out what the customer requires
4. Comply with written instructions
5. Complete forms, reports and other documentation

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 Skillset.

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 and understanding and skills to work competently in leather production.

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 not acceptable for this Unit)**
Case studies/Assignments
Interview/Professional Discussion

FL1 — Carry out cutting operations

This Unit is for those who cut materials for use in the manufacture of footwear/leathergoods/saddlery whether by hand or by machine.

The job role will involve:

1. Producing shaped components using tools and equipment to meet the requirements of safety, productivity, quality, and minimising waste

The competent person must:	The key areas of knowledge and understanding:
<ol style="list-style-type: none"> 1. Check the data on the work ticket and calculate the correct number of components needed for production 2. Choose and sort the materials for the work 3. Set up the equipment 4. Make sure that tools are safe and clean to use on the material 5. Check the quality and characteristics of the material before starting to cut 6. Make sure that when cutting the material <ul style="list-style-type: none"> ◆ avoid damaging self and others ◆ avoid damage to the knife and other equipment 7. Avoid any imperfections in the material when cutting, minimise wastage and meet company usage tolerances for efficient pattern interlocking 8. Produce the required batch of components to match the work ticket and the company's production targets 9. Report defects in the tools and equipment you do not have the authority to repair 10. Dispose of waste materials safely and promptly return re-useable materials 11. Carry out closedown procedures on completion of work 12. Make sure that the cut material is <ul style="list-style-type: none"> ◆ correctly sorted to assist the next stage of production ◆ carefully placed to minimise the risk of damage 	<ol style="list-style-type: none"> 1. Which styles of footwear/leathergoods/saddlery are currently being produced to be sure that the work is relevant to those styles 2. How the data on the work ticket relates to the work and the production schedules associated with them 3. How to safely set up and close down cutting and associated equipment in the work station 4. Which equipment is needed for the cutting activity 5. How to calculate the number of components required 6. What the company cutting efficiencies are with regard to the material being cut 7. The common quality imperfections associated with the materials being cut 8. The main characteristics of the materials, how to identify them and what they mean for cutting operations and subsequent operations 9. What the common cutting methods are to ensure maximum usage and minimum wastage 10. What the implications are of using defective tools and machines on the materials
The skills and techniques:	
<ol style="list-style-type: none"> 1. Carrying out cutting operations with due regard to material utilisation and quality 2. Identifying imperfections including de-laminations, defects, damage due to mishandling 3. Using tools and equipment including knives for hand or machine cutting 	

Regulations, rules and guidelines

1. The organisation's rules, codes, guidelines and standards
2. Equipment operating procedures
3. Responsibilities under the Health & Safety at Work Act
4. The correct health and safety procedures for handling the tools and equipment
5. The company's procedures with regard to material re-usage and disposal
6. Quality standards required by the company and the reporting procedures
7. The company's procedures for filling out documentation on work completed
8. Manufacturers instructions

Workplace skills

1. Communicate effectively with colleagues and customers
2. Maintain good working relationship with colleagues
3. Comply with written instructions
4. Complete documentation clearly, accurately and at the appropriate times
5. Taking measurements
6. Estimating materials
7. The implications of not meeting quality and production targets

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 Skillset.

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 and understanding and skills to work competently in leather production.

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 not acceptable for this Unit)**
Case studies/Assignments
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:	PCs 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

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

Witness (please tick the appropriate box):

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

Record of questions and candidate's answers

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

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 & 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 twelve 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 Witness¹; there are a number of different niche areas within Skillsets 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 Skillsets 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 Appendix 5.7.

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.

¹ An Expert Witness is an expert on the occupation to be assessed i.e. experienced line manager or peer, and not to be consulted as a professional Assessor

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
<p>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.</p> <p>Where the Expert Witness concept is utilised the Assessor must:</p> <ul style="list-style-type: none">◆ 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
<p>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.</p> <p>Desirable: Hold or be working towards appropriate technical qualifications in addition to assessor qualifications.</p> <p>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.</p>

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 5.4 — Footwear and Leathergoods

The primary source of evidence for the assessment is expected come from observation of the candidate in the workplace and the evaluation of products arising naturally from work activities. A large number of footwear producers follow a common skills grading system, if available this may be used to inform assessment.

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 (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 processing environment;
- ◆ Simulated activities should require candidates to demonstrate their competence using real plant and 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; 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 were 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.