



Assessment Guidance for the SVQ in Kilt Making 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 SCQF level 6**. 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 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.

SVQs and the Scottish Credit and Qualifications Framework (SCQF)

What is the Scottish Credit and Qualifications Framework (SCQF)?

The SCQF provides a national framework for qualifications in Scotland by bringing together all Scottish mainstream qualifications, including SVQs, into a single unified framework.

How does the SCQF work?

The SCQF uses two measures:

- ◆ the level of a qualification or learning programme (indicating the level of difficulty on a scale of 1 to 12 with 12 being the most challenging)
- ◆ the number of credit points awarded (indicating the typical length of time it takes to complete based on one SCQF credit point representing an average of 10 notional hours of learning time).

The units that make 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. Depending on the optional units selected the minimum SCQF credit points is 42 and the maximum is 52.

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.

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. Each unit in the Kilt Making SVQ 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

Structure of the SVQs

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

To achieve this qualification candidates must complete eight units in total, all six mandatory units, at least one unit from Group A and up to one unit from Group B.

Mandatory Units - Candidates must complete all 6 units from this group

SQA code	SSC code	Title	SCQF level	SCQF credits
F0JK 04	SKSHS1	Health, Safety and Security at Work	5	6
FA1Y 04	SKSHKM1	Look After the Work Area in Manufacturing Sewn Kilt Products	5	4
FA20 04	SKSHKM2	Maintain the Quality of Production Materials in the Kilt Making Process	6	6
FA21 04	SKSHKM3	Prepare, Measure, Mark Out and Cut Material for the Kilt Making Process	7	8
FA22 04	SKSHKM6	Carry Out Pressing in the Kilt Making Process	5	3
FA23 04	SKSHKM7	Select, Prepare and Cut Materials for Trimmings in the Kilt Making Process	6	4

Optional Units: Group A - Candidates must complete a minimum of 1 unit from this group

SQA code	SSC code	Title	SCQF level	SCQF credits
FA24 04	SKSHKM4	Carry Out the Machine Sewing Processes in Kilt Making	6	6
FA25 04	SKSHKM5	Carry Out the Hand Sewn Processes in Kilt Making	7	14

Optional Units: Group B - Candidates may complete a maximum of 1 unit from this group

SQA code	SSC code	Title	SCQF level	SCQF credits
FA26 04	SKSHKM8	Cutting Room Organisation in the Kilt Making Process	8	7
FA27 04	SKSHKM9	Measure, Fit and Make Alterations to the Kilt in the Bespoke Kilt Making Process	7	5
FA28 04	SKSHKM10	Carry Out Bespoke Selling of Kilts and Highland Wear	6	5

Assessment requirements

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

In particular, the assessment strategy for the Kilt Making SVQ 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
- ◆ that the range of kilts to be produced should include 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 show an understanding of the tartan sett, must 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 male, female and child
- ◆ 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 full assessment strategy is available from [the SVQ in Kilt Making at SCQF level 6 subject page](#) on SQA's website: 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 they choose. 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, recordings, 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 assessment methods such as questioning. It may be appropriate to ask oral questions of candidates as they carry out naturally occurring activities. For example:

- ◆ when a candidate makes a visual inspection of the production machinery and equipment
- ◆ when 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 SVQ. For this SVQ, 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.


Example

A candidate may describe in their 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 logbook 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 Assessor/Verifier 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.

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.

UK Fashion & Textile Association (UKFT), the standard setting body for the Fashion and Textiles sector 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 UKFT's assessment strategy on [the SVQ in Kilt Making at SCQF level 6 subject page](#) of SQA's website: 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 *Guide to Assessment* 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 firsthand 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 their 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: Blank recording forms

Unit progress record

Qualification and level:

Candidate:

To achieve the whole qualification, you must prove competence in ____ **mandatory** units and ____ **optional** units.

Unit Checklist

Mandatory										
Optional										

Mandatory Units Achieved

Unit	Assessor's signature	Date

Optional Units Achieved

Unit:

Notes/Comments

The candidate has satisfied the assessor and internal verifier that the performance evidence has been met.

Candidate:

Date:

Assessor:

Date:

Internal verifier:

Date:

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, , PCs, K&U covered

Signed by candidate:

Date:

Observation record

Unit(s):	
Candidate:	
Date of Observation:	
Evidence Index Number	

Skills/activities observed:	Performance Criteria covered:

Knowledge and understanding apparent from this observation:
--

Other units to which this evidence may contribute:

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:

Record of questions and candidate's answers

Unit:
Evidence index number:
Circumstances of assessment:
List of questions and candidate's responses:

Assessor's signature:

Date:

Candidate's signature:

Date: