

Pearson Edexcel Level 3 NVQ Certificate in Apparel Manufacturing Technology

Specification

NVQ/Competence-based qualification

For first registration December 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 3 NVQ Certificate in Apparel Manufacturing Technology (QCF)

The QN remains the same.

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Summary of Pearson Edexcel Level 3 NVQ Certificate in Apparel Manufacturing Technology specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	4
QCF references removed from unit titles and unit levels in all units	14-106
Guided learning definition updated	11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introducing Pearson NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs are based on the National Occupational Standards (NOS) for the appropriate sector. NOS define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. At Level 2 and above, these qualifications are recognised as the competence component of Apprenticeship Frameworks. Qualifications at Level 1 can be used in Traineeships, which are stepping-stones to Apprenticeship qualifications. NVQs qualifications can also be delivered as stand-alone for those who wish to take a work-based qualification.

NVQs qualifications are outcomes-based with no fixed learning programme – allowing flexible delivery that meets the individual learner's needs. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement so that they are able to demonstrate the competencies that are required for work.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 NVQ Certificate in Apparel Manufacturing Technology:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 NVQ Certificate in Apparel Manufacturing Technology	600/4138/9	01/12/11

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Key features of the Pearson Edexcel Level 3 NVQ Certificate in Apparel Manufacturing Technology

This qualification:

- is nationally recognised
- is based on the Fashion and Textiles National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure(s) are owned by Skillset.

What is the purpose of this qualification?

The purpose of this qualification is to allow learners to achieve a qualification that recognises the achievement of competency in the workplace or in a work environment. It is aimed for learners who are interested in working in the fashion and textiles sector.

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

What is the benefit of this qualification to the learner and employer?

The qualification allows learners to develop the skills necessary to work in the textiles sector, including the importance of safety and security in the workplace, completing garments to customer specification, and constructing and adapting patterns to customer requirements.

What are the potential job roles for those working towards this qualification?

- Garment Technologists, pattern and grading technologists, sample technicians, handcraft garment makers, and individuals whose role is expanding into new technical and managerial areas.

What progression opportunities are available to learners who achieve this qualification?

This qualification relates to competences identified in the NOS. As such, once this qualification has been achieved at a particular level learners can progress to the next level or broaden their competencies by undertaking a different pathway at the same level. Progression is also available to knowledge-based qualifications or to the Fashion and Textiles Apprenticeship.

Further information is available in *Annexe A*.

What is the qualification structure for the Pearson Edexcel Level 3 NVQ Certificate in Apparel Manufacturing Technology?

Individual units can be found in the *Units* section.

Learners must complete all mandatory units (13 credits) and a further 20 credits from one pathway (total credit value 33).

This qualification has 200 guided learning hours (GLH).

The Total Qualification Time (TQT) for this qualification is 330.

Unit No	Ref No	Unit Title	Credit	Level
Mandatory Units				
1	K/502/1072	Health, Safety and Security at work	3	2
2	M/502/1073	Maintaining the work area for manufacturing sewn products	5	2
3	T/502/1074	Maintain the quality of production working with textiles, leather and Materials	5	2

Pathways				
Unit Group A - Garment Technologist				
4	T/502/0877	Contribute to the production of outsourced apparel products	5	3
5	D/502/0873	Create and maintain technical documents and records in garment construction	5	3
6	J/502/0866	Identify and agree the construction of garments to be produced	5	3
7	L/502/0867	Monitor compliance with requirements in garment construction	5	3
8	R/502/0899	Investigate markets, materials and styles	5	3
9	A/502/0900	Produce final apparel product specification	5	3
10	F/502/0901	Assess customer requirements and take measurements	5	3
11	J/502/0902	Plan apparel production schedule	5	3

Unit Group B - Pattern and Grading Technologist				
12	A/502/0878	Assess and develop given apparel designs	5	3
13	F/502/0879	Produce block and graded patterns for apparel products	5	3
14	T/502/0880	Produce prototype / sample patterns and assess for fit	5	3
15	A/502/0881	Produce lay plans for apparel products	5	3
16	F/502/0882	Make up apparel products from patterns	5	3
8	R/502/0899	Investigate markets, materials and styles	5	3
10	F/502/0901	Assess customer requirements and take measurements	5	3
11	J/502/0902	Plan apparel production schedule	5	3
9	A/502/0900	Produce final apparel product specification	5	3

Unit Group C - Handcraft Garment Maker				
17	J/502/0883	Assemble garments for fitting	5	3
18	R/502/0885	Fit and re-cut garments to customer requirements	5	3
19	D/502/0887	Complete garment to customer specification	5	3
20	D/502/0890	Construct and adapt patterns to customer requirements	5	3
21	T/502/0894	Lay up, mark-in and cut materials	5	3
10	F/502/0901	Assess customer requirements and take measurements	5	3
11	J/502/0902	Plan apparel production schedule	5	3
9	A/502/0900	Produce final apparel product specification	5	3
22	L/502/0903	Make up and assemble apparel samples	5	3

Unit Group D - Sample Technologist				
23	A/502/0895	Solve quality issues for sample apparel production	5	3
24	F/502/0896	Produce sample garments for manufacture	5	3
25	J/502/0897	Provide technical feedback on sample garments	5	3
26	L/502/0898	Handle and measure garments to ensure compliance with requirements	5	3
22	L/502/0903	Make up and assemble apparel samples	5	3
27	R/502/0899	Investigate markets, materials and styles	5	3
10	F/502/0901	Assess customer requirements and take measurements	5	3
11	J/502/0902	Plan apparel production schedule	5	3
9	A/502/0900	Produce final apparel product specification	5	3

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or
- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or
- as part of a training programme.

Principles of assessment

The assessment requirements/strategy for this qualification has been included in *Annexe C*. They have been developed by Skillset in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the principles of assessment in Annexe C)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the fashion and textiles sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe C: Principles of assessment*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit that will appear on the learner's certificate.
Unit reference number:					This is the unit owner's reference number for the specified unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Health, Safety and Security at work

Unit reference number: K/502/1072

Level: 2

Credit value: 3

Guided learning hours: 20

Unit Summary

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 involves contributing to the safety and security in the workplace, taking action in the event of an incident, raising the alarm, following correct procedures for shut down and evacuation, using emergency equipment correctly and safely, and monitoring the workplace for hazards.

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to work safely	1.1	Take appropriate action in the event of fire, emergencies or accidents			
		1.2	Identify where alarms, emergency exits, escape routes, emergency equipment and assembly points are located			
		1.3	Demonstrate safe and appropriate use of emergency equipment			
		1.4	Distinguish between different alarm sounds			
		1.5	Comply with equipment operating procedures and manufacturers instructions			
		1.6	Demonstrate safe handling and lifting techniques			
		1.7	Demonstrate correct use and maintenance of any protective clothing and/or equipment			
		1.8	Comply with personal responsibilities under the Health & Safety at Work Act / COSHH			
		1.9	Identify who the nominated first aiders are			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to monitor the workplace for hazards	2.1	Identify hazardous substances that are used in the workplace and demonstrate methods of making them safe or reducing their danger in the event of an accident			
		2.2	Identify hazards posed by machinery that is used in the workplace and demonstrate methods of making safe or reducing their danger in the event of an accident			
		2.3	Demonstrate how to handle and store hazardous substances including debris			
		2.4	Demonstrate how to store materials and equipment			
		2.5	Explain what the most likely accidents and emergencies in the workplace are and how to deal with them			
		2.6	Comply with personal responsibilities under the COSHH (Control of Substances Hazardous to Health)			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to contribute to workplace security	3.1	Outline and comply with the organisation's rules, codes, guidelines and standards relating to security			
		3.2	Explain how to deal with loss of property			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Maintaining the work area for manufacturing sewn products

Unit reference number: M/502/1073

Level: 2

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who carry out ongoing routine maintenance of tools and equipment, recognising potential problems and dealing with them within the limit of their personal responsibility. The job role involves looking after tools and equipment and keeping the work area clean and tidy.

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to maintain tools and equipment	1.1	Handle tools and equipment safely and correctly			
		1.2	Use equipment in accordance with operating procedures and manufacturers' instructions			
		1.3	Locate sources of information regarding maintenance procedures			
		1.4	Explain why it is important to conduct running maintenance			
		1.5	Identify common faults with equipment and how they can be rectified			
		1.6	Carry out running maintenance within agreed schedules			
		1.7	Identify hazards likely to be encountered when conducting running maintenance			
		1.8	Identify parameters of own responsibility, colleagues responsibility and those of line manager			
		1.9	Report unsafe equipment and other dangerous occurrences			
		1.10	Refer and report the need for maintenance outside your responsibility			
		1.11	Make appropriate referral and take appropriate action when problems are identified			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to maintain cleanliness of own work area	2.1	Maintain a clean and hazard free working area			
		2.2	Keep the work area free from waste, lubricants and obstructions			
		2.3	Identify and employ different ways of minimising waste			
		2.4	Dispose of waste safely in a designated location			
		2.5	Carry out cleaning safely according to schedules and limits of responsibility			
		2.6	Use cleaning equipment and methods appropriate for the work to be carried out in a safe manner			
		2.7	Identify different types of cleaning equipment and their use			
		2.8	Store cleaning equipment safely after use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to maintain own wellbeing	3.1	Work in a comfortable position with good posture			
		3.2	Use and maintain personal protective clothing and/or equipment			
		3.3	Comply with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability.			
		3.4	Use correct lifting and handling procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 3: Maintain the quality of production working with textiles, leather and Materials

Unit reference number: T/502/1074

Level: 2

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who monitor their own production activities; helping to achieve production targets, keeping up the rate of production, organise their work activities to make sure that agreed production targets and instructions are met; 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 involves inspecting materials and products, finding the cause of faults in materials and products, correcting faults and recording details.

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to check for faults	1.1	Identify different techniques and methods used to detect faults			
		1.2	Identify the inspection method/s appropriate to the work			
		1.3	Use organisational recording and reporting systems			
		1.4	Carry out quality checks at specified intervals according to instructions			
		1.5	Record information accurately and completely			
		1.6	Identify faults in materials and products and take appropriate action			
		1.7	Identify and report potential solutions to rectify faults			
		1.8	Follow reporting procedures where the cause of faults cannot be identified			
		1.9	Report faults outside personal responsibility to the appropriate person			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to rectify faults	2.1	Identify different types of faults likely to be encountered and the ways of rectifying them			
		2.2	Differentiate between correctable and non-correctable faults			
		2.3	Explain how to compare types of faults with possible causes and solutions (equipment, materials, process)			
		2.4	Describe acceptable solutions for particular faults			
		2.5	Explain the types of adjustments that are suitable for specific types of faults			
		2.6	Make adjustments promptly to return product to specification			
		2.7	Monitor rectified faults to ensure the problems have been solved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the impact of faults on the production process	3.1	Explain why product checks are important			
		3.2	Identify potential consequences of not rectifying problems			
		3.3	Explain the importance of recording details of non established adjustments			
		3.4	Explain the consequences of not monitoring adjustments made			
4	Recognise own place within the production process	4.1	Describe own responsibilities at work during production			
		4.2	Prioritise the fault rectification process to maintain production requirements			
		4.3	Identify quality and production targets and the effect of not meeting these on self and/or your team			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Contribute to the production of outsourced apparel products

Unit reference number: T/502/0877

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who examine the production needs for outsourced apparel products for different garments that vary in style, fabric and make up.

The job role will involve

- Examining the production needs for outsourced apparel products
- Provide resources to meet the production needs
- Support the production process

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to determine the products that are to be outsourced or produced onsite.	1.1	Identify equipment and resources that are available to produce at the differing locations			
		1.2	Examine the differing resources required and the most cost effective way of meeting them			
		1.3	Identify differing production requirements and documentation for outsourced products			
		1.4	Identify different legislative and other codes of practice operating at outsourcing locations.			
		1.5	Discuss and agree the resources and procedures for procuring the resources required for production			
		1.6	Locate and document the resource requirements and supply chain			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to manage the production of outsourced products	2.1	Identify the support requirement at the outsourcing locations			
		2.2	Document quality and other requirements for the production at the outsourcing location in a format that can be easily understood and implemented			
		2.3	Identify problems and resolve issues raised by staff at the outsourcing locations			
		2.4	Contribute to the monitoring and of the production process at the outsourcing location			
		2.5	Complete documents accurately for outsourced production			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Identify their own role in the outsourcing of products	3.1	Deal with problems within the work area, and within limits of personal responsibility			
		3.2	Use effective communication throughout the production process.			
		3.3	Report problems with packing products to the appropriate person			
		3.4	Complete records accurately and store in the agreed place			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 5: Create and maintain technical documents and records in garment construction

Unit reference number: D/502/0873

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who create and maintain technical records for different garments that vary in style, fabric and make up.

The job role will involve

- Creating and maintaining technical records
- Completing documents to meet requirements
- Providing final specifications and supporting documents

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about recording systems and requirements	1.1	Identify recording requirements			
		1.2	Create records for proposed designs that meet recording requirements			
		1.3	Identify existing recording documents and create new documents to meet recording requirements			
2	Understand the impact of legislative and contractual requirements on design and technical specification	2.1	Comply with security and confidentiality agreements			
		2.2	Identify the impact of legislative requirements on <ul style="list-style-type: none"> • design • technical specifications • import and export of part and finished goods 			
3	Be able to use the correct documentation and meet requirements	3.1	Identify all documentary requirements for the garments			
		3.2	Complete final working documents with all necessary information using <ul style="list-style-type: none"> • garment technical terminology • garment details • graphics 			
		3.3	Define all the style features and production requirements on the working documents			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to create a product specification	4.1	Identify requirements for final specifications and supporting documents			
		4.2	Evaluate all pre-production and manufacturing data to develop the final product specification			
		4.3	Identify the material specification, test reports, handling, care and labelling			
5	Be able to produce final working documents and specifications in consultation with relevant personnel	5.1	Provide all relevant personnel with final working documents and draft final specifications			
		5.2	Amend final specifications in response to feedback received			
		5.3	Collate and agree final working documents with appropriate personnel			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to demonstrate workplace skills	6.1	Produce work in line with critical paths			
		6.2	Resolve problems diplomatically within the work area, and within limits of personal responsibility			
		6.3	Adapt to change positively and constructively			
		6.4	Maintain a good working relationship and communicate effectively with colleagues and customers			
		6.5	Comply with written instructions and complete forms, reports and other documentation as required			
		6.6	Pass on all relevant information to the next stage of production			

Learner name: _____

Date: _____

Learner signature: _____

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(if sampled)

Unit 6: Identify and agree the construction of garments to be produced

Unit reference number: J/502/0866

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who evaluate requirements for different garments that vary in style, fabric and make up.

The job role will involve

- evaluating requirements for garments
- selecting garments to be produced
- assessing designs and recommending production methods

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to use organisational and production methods to meet the needs of suggested designs	1.1	Evaluate organisational and production requirements for suggested designs			
		1.2	Identify possible constraints to the design features and fit.			
		1.3	Assess possible production methods to ensure the viability of the suggested designs			
		1.4	Review existing and potential production systems against requirements for the suggested designs			
2	Know about construction methods to meet requirements	2.1	Evaluate construction methods and supporting documents to ensure that they <ul style="list-style-type: none"> • meet requirements • are produced within cost parameters 			
		2.2	Liaise and agree the type of construction methods to meet requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to use the required procedures and practices to select the designs to be produced	3.1	Identify required equipment and work aids			
		3.2	Identify and agree with the relevant people any amendments to the designs to meet <ul style="list-style-type: none"> • production needs • organisational and other requirements • costing and other constraints 			
		3.3	Liaise and agree with appropriate people the designs to be presented to customers			
		3.4	Recommend construction methods and sequencing for make-up within cost and production parameters			
		3.5	Identify the resources required for production, and their availability			
		3.6	Identify and adhere to agreed critical paths			
		3.7	Complete all forms, reports and other documentation.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know about good practice, quality and documentary standards and requirements within an organisation.	4.1	Apply the organisation's rules, codes, guidelines and standards			
		4.2	Apply the organisation's quality systems and procedures			
		4.3	Use the organisation's operational procedures			

Learner name: _____

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(if sampled)

Date: _____

Unit 7: Monitor compliance with requirements in garment construction

Unit reference number: L/502/0867

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who evaluate garment construction throughout pre-production processes for different garments that vary in style, fabric and make up.

The job role will involve

- Evaluating garment construction throughout pre-production processes
- Monitoring and amending resources and working methods to meet requirements
- Consulting with others to ensure requirements are met

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about pre-production for different garments	1.1	Identify the principles and methods of <ul style="list-style-type: none"> • production • garment construction • costing 			
		1.2	Know what the construction and properties are of materials and components			
		1.3	Identify construction methods to achieve design within given resource constraints			
2	Know about organisational and customer requirements to be met	2.1	Analyse and collate reports, testing and other information from the pre-production process(es) to evaluate compliance with organisational and customer requirements, to include <ul style="list-style-type: none"> • trims • size chart and measurement including fit • wash standards • colour match • appropriateness of equipment used including pressing • ease of production 			
		2.2	Evaluate the resources needed to produce the product			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Evaluate the suitability of the following resources for the production of agreed garments <ul style="list-style-type: none"> • patterns • materials • components • production/working method • sequences for pre-production and production • machinery capacity and capability 			
		2.4	Evaluate garments against requirements and constraints at the end of each of the pre-production processes			
		2.5	Negotiate and agree any changes to the requirements at the appropriate point in the pre-production process with the relevant people			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to diagnose and rectify faults prior to production	3.1	Discuss problems and clarify points and issues arising from the garments produced and tested that might impinge on the final production of the garment			
		3.2	Ensure any identified changes modified patterns and garments are feasible			
		3.3	Ensure patterns and garments are modified			
		3.4	Identify feasible alternative garment assembly methods if required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know about specifications, quality standards and finishing requirements	4.1	Check that the finished products meet requirements			
		4.2	Liaise with quality control personnel to maintain ongoing technical quality standards			
		4.3	Ensure records of production, costing and method amendments are maintained.			
		4.4	Comply with written instructions and complete forms, reports and other documentation as required			

Learner name: _____

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(if sampled)

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Unit 8: Investigate markets, materials and styles

Unit reference number: R/502/0899

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who identify and review existing and new markets, materials and styles relating to garments that vary in style, fabric and make up.

The job role will involve

- Identifying and reviewing markets, materials and styles
- Evaluating and feeding back information on markets, materials and styles

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to research current markets, materials and styles	1.1	Review up-to-date documents relating to current markets, materials and styles.			
		1.2	Visit appropriate outlets to examine and evaluate features of current and emerging materials and styles.			
		1.3	Continually observe the public to identify emerging markets, styles and materials appropriate to your organisation's products and services, including the potential for new markets.			
2	Be able to evaluate the markets and identify competitors	2.1	Examine and assess the styles being presented by designers for current and future seasons.			
		2.2	Identify national and international competitors that are likely to impact on your organisation's markets.			
		2.3	Evaluate the markets for your apparel products.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to identify new markets that might enhance your organisation's product base and communicate any recommendations	3.1	Identify new markets that might enhance your organisation's product base.			
		3.2	Develop and document ideas for new, and appropriate adaptations to your organisation's own styles, materials and markets.			
		3.3	Communicate your ideas and make recommendations about changes and expansions to the appropriate personnel.			

Learner name: _____

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(if sampled)

Unit 9: Produce final apparel product specification

Unit reference number: A/502/0900

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who compile design and pattern requirements for garments that vary in style, fabric and make up.

The job role will involve

- Compiling design and pattern requirements
- Contributing to product costing
- Finalising

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to product sourcing and costing	1.1	Agree quality, quantity and types of materials and components with appropriate personnel.			
		1.2	Source and include fabric testing reports in product specifications. 1,3 Check the supply of materials with appropriate personnel.			
		1.3	Obtain material and component costs from suppliers and produce accurate costings.			
		1.4	Supply relevant make-up costings within given costing systems.			
		1.5	Produce make-up costings that meet required contribution to direct costs.			
		1.6	Agree the costing breakdown reproduced in the specification with appropriate personnel.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to compile product specification	2.1	Verify product size charts and measurement instructions with customers and include them in final specifications according to organisational and customer requirements.			
		2.2	Describe and illustrate any special features or treatments.			
		2.3	Identify and describe finishing requirements.			
		2.4	Communicate with quality control information for each operation which matches agreed design and customer requirements.			
		2.5	Identify product labelling and packing instructions which comply with legislative and customer requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to organise requirements for production	3.1	Identify the product parts, the assembly sequence and the production methods which will achieve design and cost criteria			
		3.2	Give clear and accurate instructions for handling materials.			
		3.3	Agree each production operation with appropriate personnel.			

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Unit 10: Assess customer requirements and take measurements

Unit reference number: F/502/0901

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who take customer measurements and assess figuration for different types of figures, sets of basic measures, and sets of figuration.

The job role will involve taking customer measures and assessing figuration.

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify relevant measurements for the garment	1.1	Identify the correct set of measure for the garments to be made.			
2	Be able to take complete set of measurements	2.1	Take a complete set of measures for the garment being made a In the correct sequence. b In a manner which maintains customer relationships.			
3	Be able to record and assess the measurements and the customer's figuration	3.1	Accurately assess and record customer's figuration.			
		3.2	Document the measurements accurately and completely.			

Learner name: _____

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(if sampled)

Unit 11: Plan apparel production schedule

Unit reference number: J/502/0902

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who identify the requirements and constraints for the production of garments that vary in style, fabric and make up.

The job role will involve

- Identifying requirements and constraints for production
- Specifying and assessing material and machine settings
- Developing plans to ensure production schedules meet requirements

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to inform a production schedule	1.1	Acquire all relevant documents to enable you to identify specification, production requirements and constraints.			
		1.2	Liaise, consult and discuss with all those involved in the design, sampling and pilot production processes to establish requirements and possible constraints.			
		1.3	Identify and document requirements for the production schedule.			
		1.4	Identify and highlight possible constraints to the production and how these may be overcome.			
2	Be able to develop an outline of a production schedule	2.1	Identify components of the plan.			
		2.2	Check that the components and the plan will meet the production schedule requirements.			
		2.3	Develop outline plans for discussion and agreement.			
		2.4	Liaise, consult and discuss your outline plans with the appropriate people.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to finalise a production schedule	3.1	Develop final plans which ensure that the production schedule meets the quality, time and other requirements.			
		3.2	Agree the plan with the appropriate people.			
		3.3	Seek and obtain required written approvals.			

Learner name: _____

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Unit 12: Assess and develop given apparel designs

Unit reference number: A/502/0878

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who assess the features of given designs for different designs that vary in style, fabric and make up.

The job role will involve

- Assessing features of given designs
- Modifying given designs to meet requirements

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about the company product range and production locations	1.1	Identify the extent and content of company product range and production locations.			
2	Be able to evaluate the design, cost and production requirements to meet the customers' needs	2.1	Identify key product design features			
		2.2	Evaluate fabric characteristics for the given design			
		2.3	Identify possible constraints to the design features to ensure they <ul style="list-style-type: none"> conform to customer specifications and requirements are able to be manufactured within your factory or as outsourced goods meet required costings 			
		2.4	Identify any amendments that are necessary or desirable and which will meet the requirements of customer, design, cost and production			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to action amendments to the design to meet all requirements	3.1	Clarify issues arising from the investigations about the required design features with the appropriate personnel			
		3.2	Agree any changes relating to design features with appropriate personnel			
		3.3	Produce samples necessary to illustrate viability and cost effectiveness of proposed amendment			

Learner name: _____

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(if sampled)

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Unit 13: Produce block and graded patterns for apparel products

Unit reference number: F/502/0879

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who construct a set of block patterns, sized for different garments that vary in style, fabric and make up.

The job role will involve constructing a block pattern

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know about international sizing standards and their application	1.1	Identify and select size standards that are appropriate for the <ul style="list-style-type: none"> country market customer 			
		1.2	Identify and select size standards that match the gender and age profile of the end customer			
		1.3	Identify the significance is of critical body measurement points			
2	Be able to interpret information to produce block patterns	2.1	Identify the significance of gender, age and body shape (anthropometrics) on block development.			
		2.2	Interpret graded size charts, surveys and other information.			
		2.3	Identify which information technology applications are relevant to block pattern construction			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to create a block pattern	3.1	Identify the techniques of block pattern construction.			
		3.2	Identify what the types, placement and meaning of pattern markings are.			
		3.3	Create a block that <ul style="list-style-type: none"> contains all relevant markings and sizing is suitable for fabric and product 			
		3.4	Integrate materials characteristics into block patterns.			
4	Be able to grade a block pattern	4.1	Produce a graded size chart			
		4.2	Apply incremental grade rules			
		4.3	Grade a block pattern that <ul style="list-style-type: none"> contains all relevant markings and sizing is suitable for fabric and product 			

Learner name: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Produce prototype / sample patterns and assess for fit

Unit reference number: T/502/0880

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who produce sample patterns for different garments that vary in size, style, fabric, and make up.

The job role will involve

- Producing pattern shapes to create garments
- Monitoring and evaluating first samples
- Producing production patterns
- Conduct customer fitting

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to produce final working drawings that contain all necessary information to create first patterns	1.1	Produce and interpret final working drawing			
		1.2	Select block patterns as a working base to meet the specific design, and which are consistent with the characteristics of the material			
		1.3	Select block patterns to create first patterns			
2	Know how to apply systems to production sampling	2.1	Identify what the customer and organisational sampling requirements are.			
		2.2	Supply the sampling department with appropriate information and materials			
		2.3	Monitor sample production and get feedback from sample makers			
		2.4	Assess the first sample for fit and adherence to quality specification			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to complete master patterns clearly and presenting them in a form that is appropriate to all relevant personnel	3.1	Adapt and manipulate block patterns to meet the specific design			
		3.2	Produce patterns which are compatible with the intended production process			
		3.3	Produce templates for style features and component parts that are accurate and easily identified			
		3.4	Produce clear patterns using appropriate symbols and markings			
		3.5	Testing the pattern to evaluate the design interpretation			
		3.6	Communicate effectively with colleagues			
4	Be able to review the production process and implement any necessary modifications	4.1	Make adjustments to patterns in the light of comments			
		4.2	Distribute production patterns to appropriate people			
		4.3	Identify the production implications of sample evaluations			
		4.4	Implement modifications agreed by relevant personnel			
		4.5	Determine what the manufacturing and machine capability and capacity is			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to produce work in line with critical paths	5.1	Provide critical quality control and risk assessment information			
		5.2	Identify the specifications, quality assurance and control procedures			

Learner name: _____

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Learner signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 15: Produce lay plans for apparel products

Unit reference number: A/502/0881

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who develop pattern layouts for different garments that vary in style, fabric and make up, including those requiring special attention (e.g. stretch, matching checks and patterns).

The job role will involve

- Developing pattern layouts
- Producing final cutting order

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to evaluate fabric characteristics against design and order requirements	1.1	Evaluate whether fabric spreading and lay specifications are appropriate to fabric and will meet customer and organisational requirements.			
		1.2	Identify the appropriate type of lay to arrive at an optimum plan for materials and equipment.			
2	Be able to produce a pattern layout to meet production schedule requirements	2.1	Produce a pattern layout to meet specifications and production schedule requirements a To include all garments parts and sizes. b Ensuring that it is compatible with intended fabric spreading pattern. c To take into account fabric direction d Using pattern piece manipulation techniques to achieve maximum fabric utilisation and cost effectiveness			
		2.2	Produce and agree initial lay costings with appropriate personnel			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to produce final lay plan to meet production schedule requirements	3.1	Develop a final lay plan which accommodates <ul style="list-style-type: none"> a Machinery and production processes b Changes in customer specifications and materials in the lay plan. c Internal pattern reference systems and instruction requirements. d Cutting equipment and techniques on the choice of laying-up method and ply depth. 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to manage documentation and information	4.1	Label and archive lay plans to permit easy retrieval.			
		4.2	Use methods of duplicating masters which are appropriate to the location of processing and level of information required.			
		4.3	Identify all information necessary to achieve customer requirements in the cutting order.			
		4.4	Supply accurate cutting order information to the appropriate personnel.			

Learner name: _____

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(if sampled)

Date: _____

Make up apparel products from patterns

Guided learning hours: 30

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare resources to make up garment.	1.1	Identify pattern components and making requirements.			
		1.2	Identify laying requirements for patterns.			
		1.3	Select the appropriate materials, tools and equipment to make up the garment.			
2	Be able to meet the laying requirements for patterns.	2.1	Identify all necessary pattern pieces that are required to complete the design and locate any missing components			
		2.2	Arrange the pattern pieces on the material to minimise wastage and ensure appropriate cutting for style and design.			
3	Be able to cut garment components and prepare interfacings required to meet requirements for garment production.	3.1	Cut and prepare components required to make up the garments.			
		3.2	Mark materials pieces in the appropriate way to ensure that all design features are met and the material pieces are ready for sewing.			
		3.3	Cut and prepare any interfacings required to make up the garments.			
		3.4	Cut the materials matching, grain, pile and other requirements for material and pattern.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to select and use production processes, procedures and techniques for the garments ensuring all design features are met.	4.1	Assemble garments pieces and identify and select appropriate sewing techniques.			
		4.2	Order and prioritise the way the garments will be made up.			
		4.3	Demonstrate suitable handling techniques and work methods to achieve required outcomes.			
		4.4	Complete machine sewing processes efficiently and effectively.			
5	Be able to select and use appropriate hand sewing and finishing procedures	5.1	Demonstrate suitable handling techniques and work methods to achieve required outcomes.			
		5.2	Complete hand sewing procedures at appropriate times within the make up process			
		5.3	Complete finishing procedures			
6	Be able to select and use diagnostic and corrective methods and techniques.	6.1	Critically examine garments and compare with design requirements throughout the production process.			
		6.2	Diagnose faults correctly and take appropriate corrective action.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Use safe working practices that conform to current legislative requirements and codes of practice	7.1	Use working practices that are safe and conform to current legislative requirements and codes of practice.			

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Learner signature: _____

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Date: _____

Unit 17: Assemble garments for fitting

Unit reference number: J/502/0883

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who prepare for initial assembly of different garments of varying styles which require the use of different fabric types, including fabrics which require matching.

The job role will involve

- Preparing garments for initial assembly
- Performing assembly operations for fitting

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare garments for assembly	1.1	Correctly interpret instructions from the garment specification.			
		1.2	Select materials to match work instructions in terms of quantity, type and quality.			
		1.3	Identify, mark and divide components accurately.			
		1.4	Inform the appropriate people of any deviations from requirements and the corrective action(s) taken.			
		1.5	Ensure component parts meet production specification and operational requirements for fitting in terms of quality and quantity.			
		1.6	Plan techniques and work methods to achieve specification, within agreed schedules.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to assemble garment for fitting	2.1	Assemble appropriate component parts			
		2.2	Forward garment using appropriate procedures which maintain sequence and product quality			
		2.3	Produce garment for fittings within agreed schedules and to meet customer requirements.			
		2.4	Complete documents accurately.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 18: Fit and re-cut garments to customer requirements

Unit reference number: R/502/0885

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who conduct customer fittings covering garments that vary in style and fabric types, including those that require matching.

The job role will involve

- Conducting customer fittings
- Re-cutting garments to final specifications

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare and arrange for a customer fitting	1.1	Arrange fitting times that are convenient to the customer.			
		1.2	Schedule fittings at the appropriate stages of garment assembly.			
		1.3	Identify the customer and the garment to be fitted			
		1.4	Assemble equipment to conduct the fitting			
2	Be able to conduct a fitting with the customer	2.1	Conduct fitting and identify, mark and note alterations			
		2.2	Accurately record further instructions from the customer			
		2.3	Conclude fitting, agree amendments and further fitting arrangements, if required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to make any necessary adjustments to the garment.	3.1	Interpret alteration marks and correct garments accurately and according to requirements			
		3.2	Mark on the patterns these deviations/alterations for future use.			
		3.3	Complete the relevant documents for the next major stage			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 19: Complete garment to customer specification

Unit reference number: D/502/0887

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who prepare different garments of varying styles which require the use of different fabric types, including fabrics which require matching.

The job role will involve

- Preparing garments for final assembly
- Performing assembly operations to customer satisfaction
- Completing garments to specification

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare garments for final assembly	1.1	Interpret instructions from the garment specification and notes from customer fitting correctly.			
		1.2	Select materials to match work instructions in terms of quantity, type and quality.			
		1.3	Identify, mark and divide components accurately.			
		1.4	Dismantle garments without damage or loss of markings.			
2	Be able to carry out alterations to garments to meet requirements for final assembly	2.1	Carry out alterations to meet customer requirements.			
		2.2	Inform the appropriate people of any deviations from requirements and the corrective action(s) taken.			
		2.3	Ensure the assembled component parts meet production specification and operational requirements for final assembly in terms of quality and quantity.			
		2.4	Adapt techniques and work methods to achieve specifications, within the agreed schedules.			
		2.5	Forward garment using appropriate procedures which maintain sequence and product quality.			
		2.6	Complete relevant documents accurately.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to produce garments that meet specification requirements and customer satisfaction	3.1	Produce garments <ul style="list-style-type: none"> • Within agreed schedules. • To meet customer requirements and satisfaction. 			
		3.2	Finishing operations meet specification and quality requirements.			
		3.3	Form garments to meet specification requirements avoiding damage and contamination.			
		3.3	Form garments to meet specification requirements avoiding damage and contamination.			
		3.4	Recognise forming faults and correct them using appropriate methods.			
		3.5	Finish the garment to customer requirements and satisfaction.			
		3.6	Obtain the customer's approval of the finished garment.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 20: Construct and adapt patterns to customer requirements

Unit reference number: D/502/0890

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who produce standard sized patterns and adapt them to meet different styles, fit and figuration

The job role will involve

- Producing standard sized patterns
- Adapting standard sized patterns to customer style, fit and figuration

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to create blocks to meet specified requirements	1.1	Use appropriate methods for creating blocks within the required medium			
		1.2	Demonstrate that blocks are matched to specified size requirements and charts.			
		1.3	Demonstrate that block proportion and style meet the specified requirements.			
2	Be able to use the appropriate markings on blocks accurately	2.1	Show all recognised construction lines on blocks.			
		2.2	Accurately position the markings, sizing and construction information on your blocks.			
		2.3	Present blocks to meet requirements within agreed schedules			
3	Be able to present completed patterns within agreed schedules	3.1	Produce initial patterns in the required medium within agreed schedules			
		3.2	Make adaptations to match customer figuration and style requirements.			
		3.3	Position all specified construction lines and markings on your final pattern accurately.			
		3.4	Check that all components of patterns fit together accurately.			
		3.5	Present final patterns to meet requirements.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to complete accurate reports and inform appropriate people of results.	4.1	Store the patterns in the specified manner, to ensure that the quality is preserved.			
		4.2	Complete accurate reports and inform appropriate people of results.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 21: Lay up, mark-in and cut materials

Unit reference number: T/502/0894

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who lay up materials for different garments that vary in style, fabric and make up.

The job role will involve

- Laying up materials and marking in the lay
- Identifying deviations and rectifying faults and flaws
- Cutting materials

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare materials and lays to meet specification requirements	1.1	Select materials to match quality and customer requirements.			
		1.2	Plan lays to meet specification requirements.			
		1.3	Demonstrate quality requirements are maintained at all times.			
2	Be able to carry out marking in the lay	2.1	Transfer pattern shapes and markings to all relevant fabrics accurately.			
		2.2	Mark additional allowances on fabric accurately and to meet specified requirements.			
		2.3	Complete documents accurately.			
		2.4	Work safely and conform to current legislative requirements and codes of practice.			
3	Be able to identify faults and perform diagnosis and rectification methods	3.1	Identify different fabric characteristics			
		3.2	Demonstrate how to handle the fabric appropriately			
		3.3	Identify faults and flaws in fabric			
		3.4	Identify appropriate corrective actions to remedy any faults and flaws.			
		3.5	Use correct techniques and work methods to remedy faults and flaws, and to achieve the specification within agreed schedules.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to cut parts and store them, meeting quality and quantity requirements.	4.1	Identify cutting requirements and parts to meet specification.			
		4.2	Cut identified parts to meet quality and quantity requirements.			
		4.3	Identify and store cut parts to preserve quality.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 22: Make up and assemble apparel samples

Unit reference number: L/502/0903

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who prepare to make up sample garments that vary in style, fabric and make up, and also use fabric that requires matching.

The job role will involve

- Preparing to make up sample garments
- Making up sample garments

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare resources to make up garment.	1.1	Interpret instructions from the sample garment specification correctly			
		1.2	Select the appropriate materials, tools and equipment to make up the garment.			
2	Be able to meet the laying requirements for patterns.	2.1	Identify all necessary pattern pieces that are required to complete the design and locate any missing components			
		2.2	Arrange the pattern pieces on the material to minimise wastage and ensure appropriate cutting for style and design.			
3	Be able to cut garment components and prepare interfacings required to meet requirements for garment production.	3.1	Cut and prepare components required to make up the garments.			
		3.2	Mark materials pieces in the appropriate way to ensure that all design features are met and the material pieces are ready for sewing.			
		3.3	Cut and prepare any interfacings required to make up the garments.			
		3.4	Cut the materials to meet matching, grain, pile and other requirements for material and pattern.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to select and use production processes, procedures and techniques for the garments ensuring all design features are met.	4.1	Assemble garments pieces and identify and select appropriate sewing techniques.			
		4.2	Order and prioritise the way the garments will be made up.			
		4.3	Demonstrate suitable handling techniques and work methods to achieve required outcomes.			
		4.4	Complete machine sewing processes efficiently and effectively.			
		4.5	Produce sample within agreed schedules and to meet customer requirements			
5	Be able to select and use appropriate hand sewing and finishing procedures	5.1	Demonstrate suitable handling techniques and work methods to achieve required outcomes.			
		5.2	Complete hand sewing procedures at appropriate times within the make up process			
		5.3	Complete finishing procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to select and use diagnostic and corrective methods and techniques.	6.1	Critically examine garments and compare with design requirements throughout the production process.			
		6.2	Diagnose faults correctly and take appropriate corrective action.			
7	Use safe working practices that conform to current legislative requirements and codes of practice	7.1	Use working practices that are safe and conform to current legislative requirements and codes of practice.			

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 23: Solve quality issues for sample apparel production

Unit reference number: A/502/0895

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who monitor quality compliance for sample production of different garments that vary in style, fabric and make up.

The job role will involve

- Monitoring quality compliance within sample production
- Solving quality issues and problems

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to monitor sample garment production throughout the sample production process	1.1	Identify the organisation's rules, quality assurance and quality control procedures and practices, codes, guidelines and standards			
		1.2	Check and make sure that quality monitoring requirements are met for sample production			
		1.3	Clarify any quality issues arising			
		1.4	Liaise with quality control personnel to maintain ongoing technical quality standards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to identify any deviations from the specification requirements and their effect on the quality of the sample garment	2.1	Document any deviations from the specification requirements			
		2.2	Check corrective actions for the deviation(s) encountered and the quality issues raised			
		2.3	Inform the appropriate people of any modifications that have been made to the sample production and any effect this has had on the quality of the sample garment			
		2.4	Agree changes and indicate how these may effect future processes and practices			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Produce sample garments for manufacture

Unit reference number: F/502/0896

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who read and interpret specifications for sample garments that vary in style, fabric and make up.

The job role will involve

- Reading and interpreting specifications
- Preparing sample garments for making
- Producing sample garments

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to interpret specifications and communicate with colleagues	1.1	Acquire relevant documents and information.			
		1.2	Examine the specifications to ensure understanding and ability to complete the sample garment.			
		1.3	Liaise and consult with others regarding the specifications for sample garments.			
		1.4	Clarify points and issues arising about the specifications and the resultant sample garments.			
2	Be able to identify any machinery that could improve the efficiency when completing the sample garment	2.1	If necessary, identify other machines that could be more effective when completing the sample garment.			
		2.2	Inform appropriate personnel of any necessary changes.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to use suitable work methods to achieve specifications within the timescales specified	3.1	Use suitable handling techniques and work methods to achieve specifications.			
		3.2	Use working practices that are safe and conform to current legislative requirements and codes of practice.			
		3.3	Diagnose equipment faults correctly and take appropriate corrective action.			
		3.4	Complete the garment within the timescales specified.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 25: Provide technical feedback on sample garments

Unit reference number: J/502/0897

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who evaluate sample production and outcomes against full production needs, for garments that vary in style, fabric and make up.

The job role will involve

- Comparing sample production and outcomes against full production needs
- Providing feedback to inform the production process

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to evaluate sample production against full production needs	1.1	Evaluate products, reports and other information from the sample production.			
		1.2	Discuss and clarify issues that have arisen from the sample production with the appropriate people.			
		1.3	Compare production needs with the processes, outcomes and issues that have arisen from the sample production.			
		1.4	Document accurately issues arising from the comparison of the sample garment to production needs.			
2	Be able to communicate information about sample analysis effectively	2.1	Provide information to appropriate personnel from the evaluation of the sample production within required time limits.			
		2.2	Pass recommendations for amendments to appropriate personnel.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to ensure final production feasibility	3.1	Modify samples to ensure production feasibility of adaptations.			
		3.2	Provide information from sample analysis to inform decisions about final production processes.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Handle and measure garments to ensure compliance with requirements

Unit reference number: L/502/0898

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who identify handling and measuring requirements for different garments that vary in style, fabric and make up, including specialist handling and measuring.

The job role will involve

- Identifying handling and measuring requirements
- Measuring and handling garments

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare for measuring and handling of garments	1.1	Check the specifications with others to identify handling and measuring requirements			
		1.2	Liaise and consult with others regarding the handling and measuring requirements			
		1.3	Establish when measuring needs to be carried out and how this should be completed			
		1.4	Identify and find any special equipment needed to handle the material			
		1.5	Check any points and issues arising about the handling and measuring requirements			
2	Be able to handle garments as in the specifications	2.1	Handle garments as in the specifications			
		2.2	Identify any problems handling the fabric when producing the garment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to measure and check garments throughout the process	3.1	Check and measure the garments and relevant parts, ensuring documented specifications are met throughout the production stages, this may include <ul style="list-style-type: none"> • pre-production • during production • post-production • finished product • samples 			
4	Be able to record and correct any deviations from the specification	4.1	Make a note of any measures that deviate from the specification			
		4.2	Tell appropriate people of any problems, deviations and necessary changes that come from handling and measuring of the garment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 27: Investigate markets, materials and styles

Unit reference number: R/502/0899

Level: 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who identify and review existing and new markets, materials and styles relating to garments that vary in style, fabric and make up.

The job role will involve

- Identifying and reviewing markets, materials and styles
- Evaluating and feeding back information on markets, materials and styles

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to research current markets, materials and styles	1.1	Review up-to-date documents relating to current markets, materials and styles.			
		1.2	Visit appropriate outlets to examine and evaluate features of current and emerging materials and styles.			
		1.3	Continually observe the public to identify emerging markets, styles and materials appropriate to your organisation's products and services, including the potential for new markets.			
2	Be able to evaluate the markets and identify competitors	2.1	Examine and assess the styles being presented by designers for current and future seasons.			
		2.2	Identify national and international competitors that are likely to impact on your organisation's markets.			
		2.3	Evaluate the markets for your apparel products.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to identify new markets that might enhance your organisation's product base and communicate any recommendations	3.1	Identify new markets that might enhance your organisation's product base.			
		3.2	Develop and document ideas for new, and appropriate adaptations to your organisation's own styles, materials and markets.			
		3.3	Communicate your ideas and make recommendations about changes and expansions to the appropriate personnel.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Principles of assessment

Principles of Assessment

For use with the Creative Media Vocational Qualifications within UK Qualification and Credit Frameworks

Content

- 1 Introduction
- 2 Assessment principles
 - 2.1 Expert witness
 - 2.2 Simulation
 - 2.3 Supplementary evidence
 - 2.4 Recognition of prior learning
- 3 Quality Assurance
 - 3.1 External monitoring and risk assessment
- 4 Annexes
 - 4.1 Realistic work environment and simulation criteria
 - 4.2 Fashion and textiles supplementary information
 - 4.3 'Additional requirements for competence units in the QCF' document (produced in 2009)
 - 4.4 SQA Assessor and Verifier competence (May 2011)

1 Introduction

Skillset is the Sector Skills Council (SSC) for Creative Media which comprises TV, film, radio, interactive media, animation, computer games, facilities, photo imaging, publishing, advertising and fashion and textiles.

Our aim is to support the productivity of our industries to ensure that they remain globally competitive. We do this by influencing and leading; developing skills, training and education policy; and through opening up the industries to the UK's pool of diverse talent.

Skillset interacts with the sector through various employers, skills agencies, providers and Awarding Organisations/Bodies (AOs/ABs). These stakeholders work in partnership to develop National Occupational Standards (NOS), qualifications and supporting documents such as assessment principles and guidance.

This document sets out principles for the assessment of vocational qualifications within Creative Media across England, Scotland, Wales and Northern Ireland and reflects the greater flexibilities which are now possible within the appropriate credit framework. The principles have been developed in partnership with AOs/ABs through the AO Forum (AOF). The forum works to establish a common approach to quality control, reflecting the requirements of the sector as a whole.

There are four annexes within this document, which provide additional information specific to particular contexts. Please refer to the relevant annex, in conjunction with the main body of the document.

2 Assessment Principles

The Assessment Principles will guide and promote a consistent approach to those elements of assessment which require further interpretation and definition. The principles should be used in conjunction with:

- Regulatory arrangements for the Qualifications Framework (Ofqual 08/3726)¹;
- SQA Accreditation Regulations and Criteria²
- DCELLS regulation of qualifications³
- CCEA regulation of qualifications⁴
- Information designed to support the implementation of the regulatory arrangements⁵.

Skillset also expect AO/ABs to operate in-line with The Equality Act 2010, in order to protect the rights of individuals and advance equality of opportunity for all.

¹ Requirements for all organisations recognised to operate in the QCF

² Please see <http://www.sqa.org.uk/sqa/42165.2702.html> for further information

³ Please see <http://wales.gov.uk/topics/educationandskills/qualificationsinwales/?lang=en> for further information

⁴ Please see <http://www.rewardinglearning.org.uk/regulation/index.asp> for further information

⁵ Operating rules for using the term 'NVQ' in a qualification title; Identifying purposes for the qualification in the QCF; and Guidance on qualification titles within the Qualification and Credit Framework

The units of assessment within Skillset qualifications that map to National Occupational Standards and attest to occupational competence set out what a learner is expected to know, understand or be able to do as the result of the learning process. Units can be competence based, knowledge based or a combination of both.

Assessment decisions for both competence and knowledge based units must only be made by a qualified Assessor (see sec 3).

Assessment of competence based units should occur in the work place or a real work environment under normal commercial operating conditions (simulation is acceptable under certain circumstances, see Annex 1).

The assessment of knowledge based units can take place in or outside of the working environment. Where assessment is electronic the assessment decisions are made by the person/organisation that set the answers.

Primary sources of evidence also differ across competence based and knowledge based units/learning outcomes.

For competence based learning outcomes the following sources can be used:

- Direct observation of learners carrying out the relevant task;
- Inspection and evaluation of products produced (this includes electronic evidence where appropriate);
- Questioning of learners to support performance;
- Simulation where agreed (see Annex 1);
- Expert Witness where specific expertise is required;
- Supplementary evidence (i.e. Witness Testimony);
- Recorded Internal competency assessments carried out as part of a structured in-company approach (i.e. ISO9000). Assessors should carry out only confirmatory observation and collect.

For knowledge based learning outcomes the following primary sources of evidence should include:

- Oral or written exams/test;
- Presentations;
- Simulation on where agreed (see Annex 1);
- Assignments;
- Projects;
- Case studies.

Please note: This is not an exhaustive list, all of the assessment methods associated with effective delivery and assessment of qualifications that attest to occupational competency may be used.

Where imported units occur within Skillset qualifications the appropriate Sector Skills Council assessment guidance should be referred to.

2.1 Expert Witness

There are a number of different niche areas within Skillset's footprint and there are numerous occupations within these areas. A small number of specialist qualifications have been developed in order to reflect this i.e. bespoke shoe makers, bespoke tailors, saddlers, leather producers and garment/textile technicians, grips, crane technicians, focus pullers etc.

These specialist occupations are reflected in Skillset's vocational qualifications and Occupational and Functional map and, in many cases, Assessors are not competent in relation to the specific occupational skill demonstrated within job roles. Sector employers have been consulted on this issue and trust the ability of experienced employees to contribute substantially to the assessment process as an **Expert Witness**⁶. However please note the Assessor will have overarching responsibility for the assessment and will make the final judgment.

2.2 Simulation

In a sector as diverse as the creative industries, there are work environments that are difficult to simulate i.e. live sets, bespoke production, and high volume manufacture. Therefore, unless otherwise indicated, it is a general principle that evidence from simulations would only be accepted under the following circumstances:

- performing a task that could be deemed to pose risks to the learner or others (e.g. during the evacuation of a studio following detection of a fire);
- 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 (e.g. the use of prosthetics in make-up).

The use of appropriate simulations must be agreed with the external quality assurance staff (External Verifier appointed by the AO/AB prior to the simulation taking place and should be carried out within an agreed realistic working environment, please see Realistic Working Environment (RWE) Criteria Annex 1.

⁶ 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

2.3 Supplementary Evidence/ Witness Testimony

Supplementary evidence of performance is also recognised as valuable to demonstrate competence. In particular Witness Testimony may support situations where evidence collected is deemed insufficient to fully meet the standards.

Supplementary evidence must relate directly to the learners' performance on-the-job, and may include professional discussion, product and photographic evidence, relevant documentation, reports, presentations and work records etc. This also may include internal competency assessments carried out as part of structured in-company approach. Where these assessments are recoded and subject to audit (i.e. ISO9000 Assessor should carry out confirmatory observations and collect evidence as appropriate

2.4 Recognition of prior learning (RPL) / Accreditation of Prior Learning (APL)

Evidence from past achievement may be included as permissible evidence within the assessment methods.

Evidence of knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to aspects of knowledge and understanding detailed in the National Occupational Standards and confirms current competence.

Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.

All learners must demonstrate current competence with respect to accreditation of prior learning (APL)

The Assessor must ensure that the most reliable and effective evidence is used relating to claims of prior learning.

3 Quality assurance

Skillset encourages AO/ABs to adopt flexible, innovative approaches to assessment whilst working within regulatory guidelines and quality assurance systems. The quality of the assessment and verification process is the responsibility of the AO/ABs and a consistent internal and external quality assurance process must be in place.

Assessment and verification personnel must be competent within the areas they assess. Individual roles within the assessment process are detailed below; AO/ABs are requested to monitor the impact of these criteria on the quality of assessment.

Role of the Assessor

The role of an Assessor is to make accurate and objective decisions as to whether the learner's performance meets the assessment criteria. The Assessor is ultimately responsible for assessment of the learners' competence and must collate the evidence of competence and understanding in the areas being assessed to the satisfaction of the internal quality assurance staff (Internal Verifiers).

Where the Expert Witness concept is utilised the Assessor must:

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

Occupational competence of Assessor

Skillset recommend that Assessors:

- Provide current evidence of competence and understanding in the areas to be assessed to the satisfaction of the External quality assurance staff (External Verifier). This may be achieved through experience or continual professional development;
- Hold or be working towards achievement of the relevant Assessor qualifications highlighted by the qualifications regulatory authorities and set out in national requirements and guidance;
- Demonstrate commitment to be working towards the relevant assessment standards within the Learning and Development National Occupational Standards (2010). This can be achieved through the attainment of an appropriate qualification based on the Standards (this is mandatory for SQA accredited qualifications), or through other externally or internally verified training and assessment;
- Have a full understanding of the units and requirements of the qualification being assessed.

Desirable:

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

Exceptions:

When utilising the Expert Witness concept, full competence and understanding in the areas being assessed is not required. **However this must be agreed with the relevant AO/AB.**

Please Note: The above information is basic principles and guidance only - requirements may vary across AO/ABs and qualifications. Please see Annex 4 for information specific to SQA accredited qualifications.

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 learner's competence and achievement of the units being undertaken.

The EW must be fully briefed by the Assessor or internal quality assurance staff (Internal Verifier) on his/her role in the assessment process, the units 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 assessment decision.

Occupational Competence of Expert Witnesses

Skillset recommends that Expert Witnesses have:

- Practical experience in the skills being assessed;
- Competence in the skills area to be assessed;
- Possess a working knowledge of the units being assessed.

Desirable:

Hold or be working towards an appropriate unit of competence in the assessment of workplace performance.

Please Note: The above information is basic principles and guidance only - requirements may vary across AO/ABs and qualifications.

Role of the internal quality assurance staff (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 quality assurance staff (Internal Verifier)

Skillset recommend that Internal quality assurance staff :

- Demonstrate sufficient and current understanding of the units/qualifications to be internally verified;
- Hold or be working towards achievement of the relevant internal quality assurance 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 unit/ qualification is being assessed;
- Demonstrate commitment to be working towards the assessment standards within the Learning and Development National Occupational Standards (2010). This can be achieved through the attainment of an appropriate qualification based on the Standards (this is mandatory for SQA accredited qualifications), or through other externally or internally verified training and assessment.

Please Note: The above information is basic principles and guidance only -

requirements may vary across AO/ABs and qualifications. Please see Annex 4 for information specific to SQA accredited qualifications.

Role of the external quality assurance staff (External Verifier)

External quality assurance staff (EVs) are appointed by AO/ABs to check the accuracy of assessment and verification decisions ensuring they comply with national standards and AO/AB procedures and provide a supporting role for centres.

Occupational competence of external quality assurance staff (External Verifier)

Skillset recommend that external quality assurance staff have:

- No connection with the assessment centres in order to maintain objectivity;
- Fully understand the AO/AB quality assurance;
- Demonstrate occupational knowledge appropriate to the sector in which they are externally verifying;
- Demonstrate sufficient and current understanding of the qualification to be externally verified;
- Hold or be working towards achievement of the relevant external verifiers qualifications approved by the qualifications regulatory authorities and set out in national requirements and qualification guidance;
- Hold or be working towards achievement of the relevant external quality assurance qualifications highlighted by the qualifications regulatory authorities and set out in national requirements and guidance;
- Demonstrate commitment to be working towards the assessment standards within the Learning and Development National Occupational Standards (2010). This can be achieved through the attainment of an appropriate qualification based on the Standards (this is mandatory for SQA accredited qualifications), or through other externally or internally verified training and assessment;
- Know where and how to access specialist advice when additional technical knowledge relating to the unit/ qualification is being assessed.

Exceptions:

Where there is a shortage of external quality assurance staff (External Verifiers) from the sector, staff from a different sector background can be used provided they are supported by a person who has current occupational knowledge.

Please Note: The above information is basic principles and guidance only - requirements may vary across AO/ABs and qualifications. Please see Annex 4 for information specific to SQA accredited qualifications.

3.1 External Monitoring and Risk Assessment

Statistical monitoring and the use of a common risk rating system is a means of identifying cases in which staff, practise and systems differ from expected quality patterns. Skillset recommends that AO/ABs adopt a risk management system consistent with the regulatory authorities and depending on the risk rate associated with the qualification type, the centre's performance and previous record, the AO/ABs will decide on the frequency of external monitoring and quality assurance activities.

The AO/AB Forum have established and agreed a common approach to sharing statistics, including the numbers of registrations, certification and centres on a quarterly basis. This information will be monitored and used to inform future SSC activity.

Annex 1 – Realistic Work Environment (RWEs) and Simulation Criteria

In a sector as diverse as the creative industries there are work environments that are difficult to simulate i.e. live sets, bespoke production, and high volume manufacture, automated production. However, high quality RWEs and simulations assessed via observation are accepted in specific circumstances across all levels as detailed below;

- performing a task that could be deemed to pose risks to the learner or others (e.g. during the evacuation of a studio following detection of a fire);
- 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 e.g. the use of prosthetics in make-up).

The use of appropriate simulations and RWEs must be agreed with external quality assurance staff appointed by the AO/AB prior to the simulation taking place. The learner must be provided with information, advice and guidance as to the activity and outcomes to be achieved.

RWEs and simulations must be designed to match the physical characteristics of an operational environment and must impose pressures which are consistent with workplace expectations, 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 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, materials, tools and equipment where possible;
- Provide interaction with colleagues and contacts using the communication media that would be expected at work (if relevant);
- Ensure that 'dummy' materials take the same form as the real thing e.g. using water to mimic liquid spillage; using sand to mimic powder spillage;
- If in naturally occurring circumstances, the environment would affect the learner's actions and decision-making (e.g. in camera, lighting, sound roles), the RWE should replicate the situation in which the required action/outcome would occur;
- If in naturally occurring circumstances, the environment would affect the learner's actions and decision-making (e.g. production, makeup and hair roles), the other people with which the learner is required to interact should behave 'in character' for the role they are playing within the simulation.

Annex 2 – Additional Assessment Guidance specific to fashion and textiles NOS

Manufacture Textiles Products

Skillset's manufacture textile products NOS are primarily targeted towards learners working in industry using industrial scale motorised/ computerised machinery and equipment. However standards have been developed to specifically cover hand weaving, operation of hand looms, making repairs by hand and inspection of cloth. Addition guidance in relation to assessing these standards is detailed below:

TEX2 - Make the Warp

- Loom may not have a pre-loaded set value, thus the Assessor must seek learner understanding of how to achieve required set during weaving.

TEX3 - Prepare the warp for weaving

- Where weaving has not been carried out on the site where the warp has been prepared, assess learner knowledge of weavers' work areas, resources and equipment to promote and maintain efficiency.

TEX4 - Manufacture woven textiles

- Whilst an understanding of production cycles and downtime is required, it should be relative to individual capabilities;
- Production problems need to be resolved by the weaver wherever possible.

TEX6 - Organising and controlling the weaving process

- Issues surrounding activities such as shift change need not be assessed;
- Compressed air machinery may or may not be used;
- Loom changeover is not a requirement, however beam changeover is;
- Loom pick rate and tension needs to be set by the weaver and monitored throughout process;
- Ideally loom repairs should be assessed when naturally occurring, however this can be simulated if natural occurrence does not take place.

TEX9 - Contribute to quality of woven fabric

- Processing and product quality issues have to be resolved by the individual weaver;
- Assessment of maintaining the continuity of production has to be relevant to the individual weaver;
- Record keeping and storage best suited to weaver.

Footwear & Leather goods

A large number of footwear producers follow a common skills grading system, if available this may be used to inform assessment.

Apparel Manufacturing Technology - Computer Aided Design / Computer Aided Manufacture (CAD/CAM)

Apparel qualifications are split into specific pathways, two additional and separate pathways to cover the functions carried out by pattern technologists who use CAD/CAM technology have been created as follows:

- CAD CAM Pattern and Grading Technologist (Computer + Manual) – where a combination of manual and computer pattern creating, grading and lay planning techniques are carried out;
- CAD CAM Pattern and Grading Technologist (Computer) – if this pathway is to be undertaken, the learner must demonstrate competence and understanding in the relevant manual activities.

Annex 3 - Additional requirements for competence units in the Qualifications Framework

Please note that the main Assessment Principles document should now be used for new qualifications. When qualifications referencing this 'Additional Requirements' document are due for review, the Assessment Principles document should be referenced instead.

Purpose

- 1 To provide QCF submitting organisations with a reference tool they must signpost in the additional information section of any unit which has an aim of assessing competence.
- 2 To provide AO/ABs with a set of requirements that must be used to ensure that 'competence' units are assessed and verified in accordance with the needs of employers and practitioners in the Creative Industries.
- 3 To reduce bureaucracy, whilst maintaining integrity and quality assurance of assessment and verification of achievement.

Definition of competence

The 'proven/demonstrated' – and individual – capacity to use know-how, skills, qualifications or knowledge in order to meet usual – and changing – occupational situations and requirements. The notion of competence may include formal qualification as well as elements such as the capacity to transfer skills and knowledge to a new occupational situation, or the capacity to innovate. The level or kind of competence may be assessed by evaluating the individual's ability to use his or her skills. Competencies can be specialised (such as the control of computerised processes), methodological (ability to think and decide, and capacity to innovate), or social (language and communication skills, and teamwork)⁷.

Background

Qualifications are not used as a licence to practice in the creative media industries. However, in certain occupational areas, employers and practitioners support formal recognition of the demonstration of competence in the workplace in the interests of health and safety⁸. There have been relatively few occupational competence qualifications developed in the sector but those which have, have been a meaningful and valuable solution to associated employers and practitioners. Until the introduction of the QCF, such qualifications had been developed as NVQs, based entirely and explicitly on the originating suites of National Occupational Standards (NOS) and NVQ Code of Practice.

⁷ QCF glossary of terms, 2009

⁸ Page 5, Skillset's SQS 2008

NVQs are just one way of assessing and demonstrating occupational competence. The QCF, in which all future qualifications will be developed, allows for more flexibility in terms of unit and qualification design and assessment. For those subsectors interested in moving away from NVQs, we aim to explore the development of competence units that are fit for purpose and maintain high-quality approaches to assessment and verification.

This document is targeted at the assessment at unit level, rather than qualification level. (A qualification given a purpose of demonstrating competence may consist of a mixture of units, including other knowledge and skills, as agreed with Skillset.) All units used to demonstrate competence should be based entirely and explicitly on relevant NOS. Within each unit's additional information section, this assessment requirements document must be signposted.

Assessment requirements

- 1 Units that are used to assess competence within the QCF must be assessed and quality assured in accordance with the following requirements.
- 2 When units are used to assess competence, AO/ABs are required to make sure their recognised assessment centres understand how learners will be assessed.
- 3 AO/ABs' own assessment methodologies must meet Skillset's additional requirements.
- 4 Learners must complete real work activities in order to produce evidence to demonstrate they have met the QCF units (and therefore NOS) and are occupationally competent.
- 5 When a learner cannot complete a real work activity, simulation is allowed. Unless otherwise indicated it is a general principle that evidence from simulations should only be employed under the following circumstances:
 - a learner is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise (e.g. the use of prosthetics in make-up);
 - a learner is required to respond to a situation that rarely occurs, such as responding to an emergency situation;
 - the safety of a learner and/or resources would be put at risk (e.g. during the evacuation of a studio following detection of a fire).
- 6 When simulation is used, Assessors must be confident that the simulation replicates the workplace to such an extent that learners will be able to fully transfer their occupational competence to the workplace and real situations.
- 7 Units that must not be assessed by simulation must be identified in the assessment methodologies for the qualification or family of qualifications, as agreed with Skillset.

- 8 Learners must be assessed by Assessors who:
- are occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment methodology for that qualification;
 - must hold or be working towards a suitable Assessor qualification⁹ to confirm they understand assessment and how to assess learners, unless a recognised assessment centre can demonstrate their training and development activity for Assessors maps 100% to the NOS on which these qualifications are based. If this is the case, the mapping process must be agreed by the AO/AB as providing the equivalent level of rigour as the achievement of the unit qualification;
 - are fully conversant with the unit(s) against which the assessments and verification are to be undertaken.
- 9 All Assessors must carry out assessment to the standards specified in the relevant Learning and Development NOS.
- 10 All assessment decisions made by a trainee Assessor must be checked by a qualified Assessor or an Assessor recognised by an AO/AB.
- 11 Trainee Assessors must have a plan, which is overseen by the recognized assessment centre, to achieve the relevant Assessor qualification(s) within an agreed timescale.

Quality assurance requirements

- 12 When a QCF unit is used to demonstrate competence, AO/ABs are required to make sure their recognised assessment centres understand how the qualification is quality assured.
- 13 QCF units that assess competence must be verified:
- internally by an internal verifier, who is accountable to the assessment centre;
 - externally by an external verifier, who is accountable to the AO/AB or an agent of the AO/AB.

⁹ Currently an Assessor could hold qualification A1 and/or qualification A2, mapped to the Learning and Development NOS (or from the past unit D32 and/or unit D33). SSCs may also identify other suitable equivalent qualifications.

- 14 With reference to internal verification, internal verifiers must:
- hold or be working towards a suitable internal verifier qualification¹⁰ to confirm they understand how to internally verify assessments;
 - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified;
 - be fully conversant with the standards and assessment criteria in the units to be assessed;
 - understand the AO/AB's quality assurance systems and requirements for this qualification.
- 15 Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.
16. With reference to external verification, external verifiers must:
- hold or be working towards a suitable external verification qualification¹¹ to confirm they understand and are able to carry out external verification;
 - have no connections with the assessment centre, in order to maintain objectivity;
 - have sufficient and relevant technical/occupational understanding of the unit(s) being verified;
 - be fully conversant with the standards and performance criteria in the units to be assessed;
 - understand the AO/AB's quality assurance systems for this qualification.
- 17 Trainee external verifiers must have a plan, overseen by the AO/AB, to achieve the external verifier qualification within an agreed timescale.
- 18 AO/ABs must decide on the frequency of external monitoring activities, which must be based on the risks associated with a qualification of this type, and an assessment of the centre's performance and previous record.
- 19 In agreement with the appropriate SSC, AO/ABs can develop suitably constituted audit processes, when quality assurance and monitoring systems already exist in workplace assessment environments.

¹⁰ Currently an internal verifier needs to hold qualification V1 (or from the past unit D34.) SSCs also identify other suitable equivalent qualifications.

¹¹ Currently an external verifier needs to hold qualification V2 (or from the past unit D35.) SSCs also identify other suitable equivalent qualifications.

Equality and Diversity

- 20 AO/ABs and their assessment centre staff must ensure no learner is discriminated against either directly or indirectly on the grounds of race, colour, nationality, ethnic or national origin, sex, marital status, gender reassignment, sexual orientation, social status, religious belief, political opinion, language (only in relation to the Welsh language and the legal requirements of the Welsh Language Act), disability, long-standing or debilitating disease or age.

Changes to the A and V qualifications

- 21 The current A1, A2, V1 and V2 qualifications expire on the 31st December 2010 and will be replaced by new qualifications for assessing and assuring the quality of assessment at levels 3 and 4. The new qualifications will sit within the new Qualifications and Credit Framework (QCF).

Annex 4 - Assessor and Verifier Competence (May 2011)

SQA Accreditation approved the LSIS (formerly LLUK) Learning and Development SVQs and Units in October 2010 and awarding bodies can now seek accreditation for these. The SVQs and Units are derived from the Learning and Development NOS which were approved by the UK NOS Panel in March 2010.

Those Assessors and Verifiers who currently hold D or A and V Units are still considered to be qualified Assessors and External/Internal Verifiers and are not required to undertake the new Units or SVQs. Any new assessors, internal verifiers and/or external verifiers should undertake the Learning and Development Units which are based on the new NOS (see below).

The A and V stand-alone Units have been replaced by the following Learning and Development (L and D) Units:

- Learning and Development Unit 9D - Assess workplace competence using direct methods – replacing Unit A2
- Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1/2
- Learning and Development Unit 11 – Internal Quality Assurance – replaces V1 and D34
- Learning and Development Unit 12 – External Quality Assurance – replaces V2 and D35

In addition to accrediting either the full SVQ or the relevant SVQ Units, we are happy to accept other Assessor/Verifier qualifications for accreditation provided that the qualification can be shown to cover the NOS as above.

For the purposes of quality assurance in centres, we will also accept Assessor/Verifier qualifications which have been accredited by Ofqual where the qualifications are based on the above Learning and Development NOS.

To minimise the burden on centres, Awarding Bodies must recognise that where an Assessor/Verifier has achieved an accredited Assessor/Verifier qualification then there is no need for the Assessor/Verifier to repeat with a different version. For example, if a centre's staff has completed the relevant SVQ Units then the centre must not be asked to replicate this with another qualification or Units.

How does this affect SSCs?

Assessment Strategies/Principles

To ensure that SSCs maintain up-to-date standards when creating or refreshing assessment strategies, they should replace references to the A and V Units with references to the qualifications based on the new National Occupational Standards for defining Assessor and Verifier occupational competence.

Any Assessor/Verifier qualification must contain **both** knowledge **and** competence and be accredited by either SQA Accreditation or Ofqual. The assessment strategy/principles for the SQA accredited qualifications should follow our current approval procedure. If you require further information please contact your assigned SQA Accreditation Manager.

SVQs

Where an existing SVQ contains the A and V Units as part of the qualification structure, the SSC must consider the SVQ accreditation date so that the qualification structure can be revised, where appropriate, to include the new L & D Units when the SVQ is reaccredited.

How does this affect Awarding Bodies?

Accreditation

Where the SVQ structure contains the A and V Units, Awarding Bodies would be expected to liaise with the SSCs/SSOs to ensure that the qualification structure is, where appropriate, revised to replace the A and V Units.

Any Assessor/Verifier qualification must contain **both** knowledge **and** competence and be accredited by either SQA Accreditation or Ofqual. If you require further information please contact your assigned SQA Accreditation Manager.

Awarding Bodies must ensure that new Assessors and Verifiers are registered for the new Learning and Development Units rather than the A & V Units.

Assessment Strategies/Principles

Where Assessment Strategies/Principles have been updated, Awarding Bodies must ensure that their Assessors and Verifiers:

- meet the occupational competency requirements of the Assessment Strategy/Principles
- carry out assessment and verification activities in line with the new Learning and Development Units.

Annexe D: Additional requirement for qualifications that use the term 'NVQ' in a qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a qualification title*'.

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