

Specification

Edexcel NVQ/competence-based qualification

Edexcel Level 2 NVQ Certificate in Footwear and Leather (QCF)

For first registration December 2011

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 NVQ Certificate in Footwear and Leather (QCF)

Qualification title

Edexcel Level 2 NVQ Certificate in Footwear and Leather (QCF)

Qualification Number (QN)	Accreditation start date
600/4139/0	01/12/11

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aims Reference Application (LARA), where relevant.

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

The QCF 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 Edexcel.

Key features of the Edexcel Level 2 NVQ Certificate in Footwear and Leather (QCF)

This qualification:

- is nationally recognised
- is based on the Fashion and Textiles National Occupational Standards (NOS). The NOS, principles of assessment 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 16 and above who are capable of reaching the required standards.

Edexcel'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 are the benefits 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, carrying out leather cutting operations, and carrying out engraving to meet customer requirements.

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

- Footwear and leather goods production and sales, bespoke/orthopaedic footwear production, footwear repair and associated services, saddlery

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 Edexcel Level 2 NVQ Certificate in Footwear and Leather (QCF) ?

Learners must complete the 8 mandatory credits and a minimum 10 credits from one of the pathway groups in order to achieve this qualification. Individual units can be found in the Units section.

Mandatory units

Unit No	Unit Reference No.	Unit Title	Credit	Level
1	K/502/1072	Health, Safety and Security at work	3	2
2	T/502/1074	Maintain the quality of production working with textiles, leather and Materials	5	2

Footwear and Leather

Unit No	Unit Reference No.	Unit Title	Credit	Level
3	M/502/1073	Maintaining the work area for manufacturing sewn products	5	2
4	R/600/1988	Carry out multiple operations in footwear manufacture	6	2
5	Y/600/1989	Carry out multiple operations in Orthopaedic / bespoke footwear manufacture	7	2
6	L/600/1990	Carry out upper making / leather goods / saddlery closing / machining and associated operations	5	2
7	R/600/1991	Carry out lasting, making and associated operations	6	2
8	Y/600/1992	Carry out lasting, making and associated operations for Orthopaedic / bespoke footwear	8	2
9	D/600/1993	Finish footwear / leather goods / saddlery	5	2

Unit No	Unit Reference No.	Unit Title	Credit	Level
10	K/600/1995	Examine finished footwear / leather goods	5	2
11	A/600/1998	Carry out leather cutting operations	6	2
12	H/600/2000	Carry out repairs on footwear / leather goods / saddlery	6	2
13	M/600/1996	Carry out component moulding operations	4	2
14	T/600/1997	Carry out multiple shoe room operations	5	2
15	T/600/2003	Carry out engraving to meet customer requirements		2
16	F/600/1999	Create a basic pattern for footwear / leather goods / saddlery products	5	2
17	F/600/2005	Prepare components for footwear / leather goods / saddlery	4	2
18	J/600/2006	Skive and/or split material for footwear/ leather goods / saddlery manufacture	4	2
19	L/600/2007	Machine form and embellish components of footwear / leather goods	4	2
20	R/600/2008	Machine sew components to produce leather goods / saddlery	5	2
21	Y/600/2009	Process customers' orders for footwear / leather goods / saddlery	3	2
22	K/600/2001	Produce duplicate keys	6	2
23	M/600/2002	Service and repair watches	6	2
24	A/600/2004	Sell footwear / leather goods / saddlery care and ancillary products	5	2
25	L/600/2010	Manufacture material to add value in leather production chemical processing	5	2

Footwear Production

Unit No	Unit Reference No.	Unit Title	Credit	Level
3	M/502/1073	Maintaining the work area for manufacturing sewn products	5	2
11	A/600/1998	Carry out leather cutting operations	6	2
6	L/600/1990	Carry out upper making / leather goods / saddlery closing / machining and associated operations	5	2
13	M/600/1996	Carry out component moulding operations	4	2
4	R/600/1988	Carry out multiple operations in footwear manufacture	6	2
7	R/600/1991	Carry out lasting, making and associated operations	6	2
14	T/600/1997	Carry out multiple shoe room operations	5	2
5	Y/600/1989	Carry out multiple operations in Orthopaedic / bespoke footwear manufacture	7	2
8	Y/600/1992	Carry out lasting, making and associated operations for Orthopaedic / bespoke footwear	8	2
9	D/600/1993	Finish footwear / leather goods / saddlery	5	2
10	K/600/1995	Examine finished footwear / leather goods	5	2

Handcraft Bespoke/Orthopaedic/Footwear Production

Unit No	Unit Reference No.	Unit Title	Credit	Level
3	M/502/1073	Maintaining the work area for manufacturing sewn products	5	2
11	A/600/1998	Carry out leather cutting operations	6	2
6	L/600/1990	Carry out upper making / leather goods / saddlery closing / machining and associated operations	5	2

Unit No	Unit Reference No.	Unit Title	Credit	Level
4	R/600/1988	Carry out multiple operations in footwear manufacture	6	2
7	R/600/1991	Carry out lasting, making and associated operations	6	2
5	Y/600/1989	Carry out multiple operations in Orthopaedic / bespoke footwear manufacture	7	2
8	Y/600/1992	Carry out lasting, making and associated operations for Orthopaedic / bespoke footwear	8	2
16	F/600/1999	Create a basic pattern for footwear / leather goods / saddlery products	5	2
9	D/600/1993	Finish footwear / leather goods / saddlery	5	2
10	K/600/1995	Examine finished footwear / leather goods	5	2
14	T/600/1997	Carry out multiple shoe room operations	5	2
26	H/600/1994	Finish bespoke/Orthopaedic footwear / leather goods / saddlery	5	2

Footwear repair and associated services

Unit No	Unit Reference No.	Unit Title	Credit	Level
3	M/502/1073	Maintaining the work area for manufacturing sewn products	5	2
12	H/600/2000	Carry out repairs on footwear / leather goods / saddlery	6	2
22	K/600/2001	Produce duplicate keys	6	2
23	M/600/2002	Service and repair watches	6	2
15	T/600/2003	Carry out engraving to meet customer requirements		2
24	A/600/2004	Sell footwear / leather goods / saddlery care and ancillary products	5	2

Saddlery

Unit No	Unit Reference No.	Unit Title	Credit	Level
3	M/502/1073	Maintaining the work area for manufacturing sewn products	5	2
6	L/600/1990	Carry out upper making / leather goods / saddlery closing / machining and associated operations	5	2
9	D/600/1993	Finish footwear / leather goods / saddlery	5	2
10	K/600/1995	Examine finished footwear / leather goods	5	2
11	A/600/1998	Carry out leather cutting operations	6	2
12	H/600/2000	Carry out repairs on footwear / leather goods / saddlery	6	2
24	A/600/2004	Sell footwear / leather goods / saddlery care and ancillary products	5	2
17	F/600/2005	Prepare components for footwear / leather goods / saddlery	4	2
18	J/600/2006	Skive and/or split material for footwear/ leather goods / saddlery manufacture	4	2
20	R/600/2008	Machine sew components to produce leather goods / saddlery	5	2
21	Y/600/2009	Process customers' orders for footwear / leather goods / saddlery	3	2
25	L/600/2010	Manufacture material to add value in leather production _chemical processing_	5	2

Leather goods Products

Unit No	Unit Reference No.	Unit Title	Credit	Level
3	M/502/1073	Maintaining the work area for manufacturing sewn products	5	2
11	A/600/1998	Carry out leather cutting operations	6	2
17	F/600/2005	Prepare components for footwear / leather goods / saddlery	4	2
18	J/600/2006	Skive and/or split material for footwear/ leather goods / saddlery manufacture	4	2
19	L/600/2007	Machine form and embellish components of footwear / leather goods	4	2
20	R/600/2008	Machine sew components to produce leather goods / saddlery	5	2
21	Y/600/2009	Process customers' orders for footwear / leather goods / saddlery	3	2

Leather Production

Unit No	Unit Reference No.	Unit Title	Credit	Level
3	M/502/1073	Maintaining the work area for manufacturing sewn products	5	2
24	A/600/2004	Sell footwear / leather goods / saddlery care and ancillary products	5	2
25	L/600/2010	Manufacture material to add value in leather production chemical processing	5	2

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 D*. 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 D)

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 Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel 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 Edexcel 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. Edexcel 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 Edexcel's quality assurance processes is given in *Annexe B*.

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 D: 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:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This is the unit owner's reference number for the specified unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
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:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private 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 e.g. 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

QCF level: 2

Credit value: 3

Guided learning hours: 30

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: _____
(if sampled)

Date: _____

Unit 2: **Maintain the quality of production working with textiles, leather and materials**

Unit reference number: T/502/1074

QCF 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			
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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
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 3

Maintaining the work area for manufacturing sewn products

Unit reference number: M/502/1073

QCF 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			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2		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			
	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 and handling techniques			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4

Carry out multiple operations in footwear manufacture

Unit reference number: R/600/1988

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit Summary

This unit is for those who carry out

- multiple operations in footwear production
- modular / bespoke footwear manufacture

The job role will involve

- Carrying out a number of footwear operations
- Working with a range of materials, machinery, tools and equipment within or across departments in footwear production
- Having the flexibility to move to other operations in production when and where required

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 prepare to carry out multiple operations in footwear manufacture	1.1	Identify the styles of footwear currently being produced			
		1.2	Explain what the production sequence is and the timing of key operations			
		1.3	Ensure that the work required is necessary and appropriate to the production workflow			
		1.4	Ensure that the next operation is appropriate to the sequence of footwear production			
		1.5	Check with the responsible person if unsure which operation is most urgent			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	1.6	Check company requirements on the work ticket before starting a new operation				
	1.7	Identify and select which tools, equipment, settings and materials are needed for each operation				
	1.8	Monitor that the quality of the work from previous operations are • within the tolerances required of the operation currently being worked on • acceptable for company quality requirements				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out multiple operations in footwear manufacture	2.1	Explain how to complete work for each operation, to include - ensuring that the work is paired up - the implications of not pairing up on the final production process and the product itself			
		2.2	Identify and make adjustments to work to ensure maximum quality within tolerances			
		2.3	Complete work for each operation to the correct quality requirements			
		2.4	Maintain a level of workflow acceptable for the operation			
		2.5	Place completed work correctly to assist the next stage of production			
		2.6	Identify the correct procedure for the closedown of machines			
		2.7	Ensure that the work area is left safe and secure once the current operation is complete			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks within multiple operations in footwear manufacture	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

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Date: _____

Assessor signature: _____

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Date: _____

Unit 5

Carry out multiple operations in Orthopaedic / bespoke footwear manufacture

Unit reference number: Y/600/1989

QCF level: 2

Credit value: 50

Guided learning hours: 7

Unit Summary

This unit is for those who carry out

- multiple operations in footwear production
- modular / bespoke footwear manufacture

The job role will involve

- Carrying out a number of footwear operations
- Working with a range of materials, machinery, tools and equipment within or across departments in footwear production
- Having the flexibility to move to other operations in production when and where required

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 prepare to carry out multiple operations in footwear manufacture	1.1	Identify the styles of footwear currently being produced			
		1.2	Explain what the production sequence is and the timing of key operations			
		1.3	Ensure that the work required is necessary and appropriate to the production workflow			
		1.4	Ensure that the next operation is appropriate to the sequence of footwear production			
		1.5	Check with the responsible person if unsure which operation is most urgent			
		1.6	Check company requirements on the work ticket before starting a new operation			
		1.7	Identify and select which tools, equipment, settings and materials are needed for each operation			
		1.8	- Monitor that the quality of the work from previous operations are - within the tolerances required of the operation currently being worked on - acceptable for company quality requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out multiple operations in footwear manufacture	2.1	- Explain how to complete work for each operation, to include - ensuring that the work is paired up - the implications of not pairing up on the final production process and the product itself			
		2.2	Identify and make adjustments to work to ensure maximum quality within tolerances			
		2.3	Complete work for each operation to the correct quality requirements			
		2.4	Maintain a level of workflow acceptable for the operation			
		2.5	Place completed work correctly to assist the next stage of production			
		2.6	Identify the correct procedure for the closedown of machines			
		2.7	Ensure that the work area is left safe and secure once the current operation is complete			
		2.8	Apply fittings and produce modular last			
		2.9	Order uppers as required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks within multiple operations in footwear manufacture	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.5	Identify two potential consequences of not rectifying problems				
	3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.				
	3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with				

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 6: Carry out upper making / leather goods / saddlery closing / machining and associated operations

Unit reference number: L/600/1990

QCF level: 2

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who carry out upper making, closing and other associated operations within footwear / leather goods /saddlery manufacture.

The job role will involve

- Carrying out upper making / leather goods / saddlery closing / machining and associated operations
- Following specifications and maintaining quality
- Passing completed work onto the next stage in production

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 prepare to carry out upper making / leather goods / saddlery closing / machining and associated operations	1.1	Which styles are currently being produced in the department			
		1.2	Check the data on the work ticket and use the correct type of machine for the work			
		1.3	Identify the production schedules and targets that are associated with each stage of closing			
		1.4	Explain how to meet the production targets			
		1.5	Check that the machining area is free from hazards which might cause harm			
		1.6	Make sure that the machine is properly and safely set up for the style being worked on, and with the correct machine equipment to achieve the production targets			
		1.7	Check that the components for use in closing and associated operations are of the correct quality standard			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out upper making / leather goods / saddlery closing / machining and associated operations	2.1	Position and lay out components to ensure maximum production targets and quality standards			
		2.2	Ensure that closing and associated operations are in the correct sequence for the style being worked on			
		2.3	Explain the procedures for reporting faults on the machines / equipment and the implications of using defective machines			
		2.4	Ensure that work is - completed to the correct quality standards - correctly sorted to assist the next stage of production - carefully placed to minimise the risk of damage			
		2.5	Ensure that the work area is left safe and secure once the current operation is complete			
		2.6	Communicate effectively with colleagues and customers			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks within upper making / leather goods / saddlery closing / machining and associated operations	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

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Unit 7: Carry out lasting, making and associated operations

Unit reference number: R/600/1991

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit Summary

This unit is for those who carry out lasting and making operations for

- multiple operations in footwear production
- modular/bespoke footwear manufacture

The job role will involve

- Interpreting prescription / work ticket
- Using equipment suitable for the footwear
- Producing uppers through the lasting and making process
- Checking own completed work to meet company quality standards

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	Prepare to carry out lasting, making and associated operations	1.1	Identify which aspects of the work ticket are relevant to the work			
		1.2	Ensure the work area is free from hazards which might cause harm using the appropriate procedures for dealing with them			
		1.3	Identify the correct equipment and tools			
		1.4	Demonstrate how to set up, adjust, and position machines and equipment for the last shape being worked on			
		1.5	Explain - how to ensure that footwear is processed as required - the implications for production and the appearance of the final product for not doing so			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.6	Explain - the importance of making sure that components and other sundry items are readily available - the implications of not doing so on work flow			
		1.7	Ensure that the components are of the correct quality standard before carrying out the operation			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out lasting, making and associated operations	2.1	Communicate effectively with colleagues and customers			
		2.2	Ensure operations are carried out in the correct sequence to ensure the work pairs up			
		2.3	Use the appropriate handling methods during processing to make sure that the work is to the correct quality standards			
		2.4	Demonstrate how to make appropriate adjustments in equipment settings during processing			
		2.5	Ensure that work is - completed to the correct quality standards - correctly sorted to assist the next stage of production - carefully placed to minimise the risk of damage			
		2.6	Identify the common characteristics of the material being used in lasting and making operations			
		2.7	Explain the possible causes of incorrect lasting and how to deal with them			
		2.8	Carry out the correct closedown procedures to ensure the work area is safe and secure on completion of work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks within lasting, making and associated operations	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

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Unit 8: Carry out lasting, making and associated operations for Orthopaedic / bespoke footwear

Unit reference number: Y/600/1992

QCF level: 2

Credit value: 8

Guided learning hours: 60

Unit Summary

This unit is for those who carry out lasting and making operations for

- multiple operations in footwear production
- modular/bespoke footwear manufacture

The job role will involve

- Interpreting prescription / work ticket
- Using equipment suitable for the footwear
- Producing uppers through the lasting and making process
- Checking own completed work to meet company quality standards

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	Prepare to carry out lasting, making and associated operations	1.1	Identify which aspects of the work ticket are relevant to the work			
		1.2	Ensure the work area is free from hazards which might cause harm using the appropriate procedures for dealing with them			
		1.3	Identify the correct equipment and tools			
		1.4	Demonstrate how to set up, adjust, and position machines and equipment for the last shape being worked on			
		1.5	Explain - how to ensure that footwear is processed as required - the implications for production and the appearance of the final product for not doing so			
		1.6	Explain - the importance of making sure that components and other sundry items are readily available - the implications of not doing so on work flow			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.7	Ensure that the components are of the correct quality standard before carrying out the operation			
		1.8	Explain - The basic anatomy of the foot - What the common foot conditions are			
		1.9	Identify which aspects of the prescription are relevant to the work			
2	Be able to carry out lasting, making and associated operations	2.1	Communicate effectively with colleagues and customers			
		2.2	Ensure operations are carried out in the correct sequence to ensure the work pairs up			
		2.3	Use the appropriate handling methods during processing to make sure that the work is to the correct quality standards			
		2.4	Demonstrate how to make appropriate adjustments in equipment settings during processing			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	2.5	Ensure that work is - completed to the correct quality standards - correctly sorted to assist the next stage of production - carefully placed to minimise the risk of damage				
	2.6	Identify the common characteristics of the material being used in lasting and making operations				
	2.7	Explain the possible causes of incorrect lasting and how to deal with them				
	2.8	Carry out the correct closedown procedures to ensure the work area is safe and secure on completion of work				
	2.9	Demonstrate how to take measurements				
	2.1	Estimate materials required				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks within lasting, making and associated operations	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

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Unit 9: Finish footwear / leather goods / saddlery

Unit reference number: D/600/1993

QCF level: 2

Credit value: 5

Guided learning hours: 40

Unit Summary

This unit is for those who finish footwear / leather goods / saddlery ready for inspection and despatch

The job role will involve

- Finishing footwear / leather goods / saddlery
- Using appropriate tools to meet the requirements of the work ticket
- Achieve the required final appearance and cleanliness

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 prepare to finish footwear / leather goods / saddlery ready for inspection and despatch	1.1	Identify the styles of footwear / leather goods / saddlery are currently being produced in the organisation			
		1.2	Explain the common types of finishing required for styles produced by the organisation			
		1.3	Use the data on the specification and explain how it relates to the workflow			
		1.4	Ensure the work area is free from hazards which might cause harm using the appropriate procedures for dealing with them			
		1.5	Identify the tools and equipment that are needed for the finishing activity			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.6	Ensure that tools and equipment are • set up and positioned safely and correctly • clean • fit for purpose			
		1.7	Explain the implications are of using defective machines on the products			
		1.8	Check that components are of the correct quality standard			
		1.9	Explain the production schedules and targets associated with each stage of finishing and how to meet them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to finish footwear / leather goods / saddlery ready for inspection and despatch	2.1	Follow the specifications using the tools and equipment appropriate for the work			
		2.2	Demonstrate finishing activities in the correct sequence to meet the requirements of the specification			
		2.3	Remove excess materials using the most effective method and technique			
		2.4	Ensure that the original contour is maintained whilst carrying out finishing activities			
		2.5	Ensure that surface finishes meet the requirements of the style being worked on			
		2.6	Demonstrate the correct procedures for setting up and closing down machines, their controls and equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when finishing footwear / leather goods / saddlery	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

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Unit 10: Examine finished footwear/ leather goods

Unit reference number: K/600/1995

QCF level: 2

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who examine finished footwear /leather goods.

The job role will involve

- Inspecting the quality of the work
- Taking corrective action

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	Prepare to examine finished footwear/ leather goods	1.1	Identify styles of footwear / leather goods currently being produced			
		1.2	Explain the production schedule			
		1.3	Explain where to find and how to identify the final specification and quality standard requirements expected by the customer			
		1.4	Explain the importance of the final specification			
		1.5	Demonstrate how to access the final specification and identify any changes made			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out examination of finished footwear/ leather goods	2.1	Carrying out visual inspections of the finished footwear with regard to the - quality of the workmanship - overall finished appearance - cleanliness of the footwear / leather goods			
		2.2	Identify the type and nature of fault where the product is below the quality standard			
		2.3	Carry out minor repair operations where the fault is recoverable and return the approved product to the next stage of production			
		2.4	Isolate non-recoverable faults and mark the location of the fault			
		2.5	Inform the appropriate person(s) of the faults identified and the action taken			
		2.6	Select packaging materials to meet customers' requirements			
		2.7	Package the items and any support material			
		2.8	Prepare packaged orders to meet the production requirements			
		2.9	Label goods correctly			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Understand the importance of performing quality checks for finished footwear / leather goods	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Explain why it is important to segregate and mark rejects			
		3.3	Identify two potential consequences of not rectifying problems			
		3.4	Explain why it is important to record the product fault and the potential consequences of not recording it.			
		3.5	Identify two product faults that may occur, how they are identified and how they should be dealt with			

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Internal verifier signature: _____

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(if sampled)

Unit 11: Carry out leather cutting operations

Unit reference number: A/600/1998

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit Summary

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

The job role will involve producing shaped components using tools and equipment to meet the requirements of safety, productivity, quality, and minimising waste.

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	Prepare to carry out leather cutting operations	1.1	Identify which styles of footwear / leather goods / saddlery are currently being produced to be sure that the work is relevant to those styles			
		1.2	Check the data on the work ticket and calculate the correct number of components needed for production			
		1.3	Select and sort the materials for the work			
		1.4	Make sure that tools are safe and clean to use on the material			
		1.5	Demonstrate how to safely set up and close down cutting and associated equipment in the work station			
		1.6	Check the quality and characteristics of the material before starting to cut			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out leather cutting operations	2.1	Avoid any potential damages to the material when cutting, minimise wastage and meet company usage tolerances for efficient lay planning			
		2.2	Report defects in the tools and equipment you do not have the authority to repair			
		2.3	Ensure that when cutting the material • avoid damaging self and others • avoid damage to the knife and other equipment			
		2.4	Produce the required batch of components to match the work ticket and the company's production targets			
		2.5	Dispose of waste materials safely and promptly return re-useable materials			
		2.6	Carry out closedown procedures on completion of work			
		2.7	Make sure that the cut material is • correctly sorted to assist the next stage of production • carefully placed to minimise the risk of damage			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks within lasting, making and associated operations	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

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(if sampled)

Unit 12: Carry out repairs on footwear / leather goods / saddlery

Unit reference number: H/600/2000

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit Summary

This unit is for those who carry out repairs on footwear / leather goods / saddlery whether in a retail or manufacturing environment.

The job role will involve

- identifying the repair required
- carrying out the preparations
- attaching new components
- completing the repair

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 prepare to carry out repairs on footwear / leather goods / saddlery	1.1	Identify the different types of footwear / leather goods / saddlery construction, the characteristics, and which materials are compatible			
		1.2	Explain the features of worn and damaged footwear / leather goods / saddlery			
		1.3	Examine the article to identify the repairs that are required			
		1.4	Explain the available options with the customer, the likely length of time the repair will take, and expected costs			
		1.5	Prepare the machines and tools			
		1.6	Prepare the article for repair including removing worn or damaged parts and preparing any adhesive solutions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out repairs on footwear / leather goods / saddlery	2.1	Ensure that the materials used in the repair are free of faults and compatible with the article's materials			
		2.2	Demonstrate how to use edge cutting and trimming equipment			
		2.3	Minimise wastage of repair materials			
		2.4	Identify what the types, sizes and uses are of different fasteners			
		2.5	Attach new components			
		2.6	Complete any final repairs			
		2.7	Trim any excess material using approved methods and techniques			
		2.8	Explain the different techniques used to produce various surface finishes on footwear / leather goods / saddlery and repair materials			
		2.9	Identify the different types of polishing and buffing materials and equipment			
		2.1	Demonstrate how to use different types of finishing equipment and the safety precautions associated with them			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when repairing on footwear / leather goods / saddlery	3.1	Explain why performing quality checks can contribute to work targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

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Unit 13: Carry out component moulding operations

Unit reference number: M/600/1996

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit Summary

This unit is for those who carry out moulding operations to produce components for use in footwear production.

The job role will involve producing moulded components.

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	Prepare to carry out component moulding operations	1.1	Identify the parts of the work ticket relevant to the work			
		1.2	Identify the varying characteristics of the materials used for moulding,			
		1.3	Explain the implications of not selecting the correct materials			
		1.4	Ensure the work area is free from hazards which might cause harm using the appropriate procedures for dealing with them			
		1.5	Identify what the company tolerances are for the addition of regrind			
		1.6	Explain the best practices when using mould release agents			
		1.7	The appropriate lifting gear to use and the safety implications			
		1.8	Demonstrate how to set up the machine in readiness to process			
		1.9	Explain the implications of failing to achieve quality and production requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out component moulding operations	2.1	Follow the work ticket to make sure that quality standards and company requirements are met			
		2.2	Monitor that the area is free from hazards which might cause harm			
		2.3	Maintain an agreed level of productivity			
		2.4	Carry out the correct close down procedures to ensure the work area is safe on completion of work.			
		2.5	Report work which cannot be rectified to the responsible person			
		2.6	Demonstrate how to deal with waste materials			
3	Know how to perform quality checks within component moulding operations	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____ Date: _____

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Assessor signature: _____ Date: _____

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

Unit 14: Carry out multiple shoe room operations

Unit reference number: T/600/1997

QCF level: 2

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who carry out multiple shoe room operations.

The job role will involve using equipment and materials to transform a lasted or finished product to a saleable item of footwear

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	Prepare to carry out lasting, making and associated operations	1.1	Identify the production targets and workflow levels associated with the style of footwear			
		1.2	Identify the aspects of the work ticket relevant to the work			
		1.3	Monitor that the area is free from hazards that might cause harm			
		1.4	Identify which materials are used in the process of shoe rooming products for point of sale			
		1.5	Select the correct equipment and materials for the operation			
		1.6	Make sure that the quality from previous operations are within tolerances needed for a shoe room activity			
		1.7	Explain the compatibility of shoe room materials with upper and soling materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out lasting, making and associated operations	2.1	Follow the work ticket to make sure that quality standards and company requirements are met			
		2.2	Monitor that the area is free from hazards which might cause harm			
		2.3	Report promptly where work cannot be rectified			
		2.4	Identify and make necessary adjustments to equipment and materials to achieve quality standards			
		2.5	Carry out shoe room operation in the correct sequence			
		2.6	Maintain an acceptable level of work flow in the team			
		2.7	Ensure that work is completed to the quality standard and that the work is paired up correctly			
		2.8	Place work to assist the next stage of production			
		2.9	Carry out the correct close down procedures to ensure the work area is left safe on completion of work			
		2.1	Ensure that equipment and materials are tidied away where appropriate, left clean and fit for use next time they are needed			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks within lasting, making and associated operations	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Carry out engraving to meet customer requirements

Unit reference number: T/600/2003

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit Summary

This unit is for those who engrave items for customers.

The job role will involve

- Engraving prescribed words on items provided by
- customers
- Confirming the engraving requirements
- Undertaking the engraving and completing the service

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 prepare to carry out engraving	1.1	Identify the different items which can be engraved with the available equipment			
		1.2	Examine the item presented by the customer on which the engraving will be carried out			
		1.3	Discuss the customer's requirements and examine the item to be engraved, if provided by the customer			
		1.4	Offer an appropriate item from those stocked on the premises if the customer has not provided the item			
		1.5	Agree with the customer - the choice of words - location of the engraving - check spellings and dates - location of the engraving - the style and size of lettering			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	1.6	Confirm the acceptability of the item for engraving				
	1.7	Demonstrate how to negotiate an acceptable timescale for the work and prepare an invoice				
	1.8	Site the item securely ready for the engraving				
	1.9	Prepare the surface ready for engraving				
	1.1	Select the correct tools for the work				
	1.1	Identify potential hazards involved in engraving procedures				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out engraving that meets customer requirements	2.1	Follow instructions and wear suitable personal protective equipment to operate the machines or tools for the work			
		2.2	Select the correct machine or tools for the work			
		2.3	Perform the engraving			
		2.4	Finish the item			
		2.5	Check the final layout			
		2.6	Ensure the item is ready for collection by the customer			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when engraving to meet customer requirements	3.1	Explain why performing quality checks can contribute to targets			
		3.2	Inspect products against customer requirements			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 16: Create a basic pattern for footwear / leather goods / saddlery products

Unit reference number: F/600/1999

QCF level: 2

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who create basic patterns for footwear /leather goods / saddlery production.

The job role will involve creating basic patterns which are suitable for production, and meet company and customer requirements.

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 prepare to create a basic pattern	1.1	Identify the main types of footwear or leather products construction			
		1.2	Liaise with the relevant person to confirm • when the pattern is required • the main features of the design for the pattern • the types of materials which will be used • the last style and quantity			
		1.3	Construct a standard/block for a basic pattern			
		1.4	Choose the correct equipment to produce the pattern(s)			
		1.5	Explain what the main capabilities are of the machinery in use in production in the company			
		1.6	Explain the main capabilities, restrictions and characteristics of material / adhesives			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to create a basic pattern	2.1	Cut the pattern and correctly label, recording • Balance marks / notches • Drill holes • Seam allowance • Component name			
		2.2	Explain the work sequence and the processes carried out in each department			
		2.3	Prepare specifications and liaise with appropriate persons about the construction and the best methods to use			
		2.4	Inspect the pattern prototype and agree any amendments to be made to the patterns			
		2.5	Make adjustments to the pattern to compensate for problems identified during the trial and re-issue			
		2.6	Store pattern pieces in designed area			
		2.7	Keep a clean and safe workstation and equipment during pattern work			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when creating basic patterns	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

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(if sampled)

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Unit 17: Prepare components for footwear/ leather goods/ saddlery

Unit reference number: F/600/2005

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit Summary

This unit is for those who prepare components for footwear /leather goods / saddlery; carry out operations by hand or using machinery that requires good hand-eye co-ordination.

The job role will involve

- selecting components to meet the product specification
- preparing them

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 prepare components for footwear / leather goods / saddlery	1.1	Demonstrate how to interpret product specifications			
		1.2	Select the components to meet the product specification			
		1.3	Explain what constitutes an unacceptable deviation from the component specification			
		1.4	Identify who should be notified of product problems or faulty components			
		1.5	Ensure the work space is ready for the assembly and fixing work			
		1.6	Identify the factors affecting the techniques for assembly, fixing and forming			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to assemble and fix components for footwear / leather goods / saddlery	2.1	Assemble and fix the selected components safely using the appropriate tools and equipment			
		2.2	Demonstrate safe disposal of waste and surplus material			
		2.3	Identify who will perform the next stage in the preparation of the leather goods / saddlery			
		2.4	Ensure completion is in accordance with the product specification and production schedule			
3	Know how to perform quality checks when preparing components for footwear / leather goods / saddlery	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____ Date: _____

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(if sampled)

Unit 18: **Skive and/or split material for footwear/ leather goods / saddlery manufacture**

Unit reference number: J/600/2006

QCF level: 2

Credit value: 4

Guided learning hours: 30

Unit Summary

This unit is for those who skive and/or split materials for footwear / leather goods / saddlery manufacture.

The job role will involve shaping materials safely and to specification.

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 prepare to skive and/or split material for footwear/ leather goods / saddlery manufacture	1.1	Explain the functions of different tools for machine shaping			
		1.2	Choose the tools suitable for the job			
		1.3	Explain how to reject worn, faulty or defective tools and who to notify for their replacement			
		1.4	Identify which machines to use for different components			
		1.5	Identify the hazards involved in operating the machines			
		1.6	Explain what the problems and hazards are when setting up the machines			
		1.7	Explain which characteristic flaws and faults may appear in the different materials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to skive and/or split material for footwear/ leather goods / saddlery manufacture	2.1	Demonstrate how to fit material to machine in accordance with the manufacturer's instructions			
		2.2	Demonstrate how to operate the machines safely and in accordance with operating guidelines			
		2.3	Ensure that products conform to specification			
		2.4	Ensure that waste is minimised and disposed of in the approved manner			
		2.5	Ensure machines are safe and clean after use			
3	Know how to perform quality checks when skiving and/or split material for footwear/ leather goods / saddlery manufacture	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.4	Explain why it is important to segregate and mark rejects				
	3.5	Identify two potential consequences of not rectifying problems				
	3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.				
	3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with				

Learner name: _____

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Unit 19: Machine form and embellish components of footwear / leather goods

Unit reference number: L/600/2007

QCF level: 2

Credit value: 30

Guided learning hours: 4

Unit Summary

This unit is for those who use machines to form and embellish components of footwear / leather goods; carry out operations by hand or using machinery that requires good hand-eye co-ordination.

The job role will involve

- setting up forming and embellishing machines
- operating them effectively and safely
- meeting production schedules

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	Prepare to carry out machine forming and embellishing footwear / leather goods components	1.1	Identify different characteristics of the various materials used for embellishing			
		1.2	Explain which common faults may be encountered during embellishing			
		1.3	Explain how to reject worn, faulty or defective tools and who to notify for their replacement			
		1.4	Identify which machines are used with each component			
		1.5	Set up machines according to manufacturer's instructions and the production schedule			
2	Be able to carry out machine forming and embellishing components of footwear / leather goods	2.1	Use materials that are appropriate for the production specification			
		2.2	Explain what the typical faults and problems that are associated with the different components			
		2.3	Demonstrate how to operate the machines safely and in accordance with operating guidelines			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3		2.4	Meet the production schedule whilst ensuring that the components are of the required quality			
		2.5	Ensure that waste is minimised and disposed of in the approved manner			
		2.6	Ensure machines are safe and clean after use			
	Know how to perform quality checks when machine forming and embellishing components of footwear / leather goods	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

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(if sampled)

Unit 20:	Machine sew components to produce leather goods/ saddlery
Unit reference number:	R/600/2008
QCF level:	2
Credit value:	5
Guided learning hours:	30

Unit Summary

This unit is for those who use machines to sew components to produce leather goods / saddlery.

The job role will involve

- setting up sewing machines
- operating them effectively and safely
- producing components for leather goods / saddlery
- fulfilling production schedules

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 prepare to carry out machine sewing of components to produce leather goods / saddlery	1.1	Demonstrate how to set up machines to meet production requirements			
		1.2	Demonstrate setting up machine controls for the material being sewn			
		1.3	Explain what the typical faults are of industrial sewing machines			
		1.4	Report defective machines to the appropriate person			
		1.5	Explain which types of sewing faults are correctable and which are not			
2	Be able to carry out machine sewing of components to produce leather goods / saddlery	2.1	Demonstrate how to operate machines safely and in accordance with guidelines			
		2.2	Demonstrate how to optimise the positioning and layout of materials to ensure a smooth and rapid throughput			
		2.3	Sew the correct materials in the right sequence as required by the production specification			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3		2.4	Ensure that sewn items meet the production specification and pass to the next stage in the manufacturing process			
		2.5	Demonstrate how to minimise and dispose of waste materials in the approved manner			
		2.6	Ensure machines are cleaned and safe after use			
	Know how to perform quality checks when machine sewing components to produce leather goods / saddlery	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

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(if sampled)

Unit 21

Process customers' orders for footwear / leather goods / saddlery

Unit reference number: Y/600/2009

QCF level: 2

Credit value: 3

Guided learning hours: 20

Unit Summary

This unit is for those who inspect, package and despatch footwear / leather goods / saddlery.

The job role will involve

- collating footwear / leather goods / saddlery
- inspecting them
- packaging them
- ensuring footwear / leather goods / saddlery are despatched to the correct destination

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 process customers' orders for footwear / leather goods / saddlery	1.1	Interpret the details of the order			
		1.2	Select and inspect footwear / leather goods / saddlery to ensure that they agree with the order			
		1.3	Remove rejected items from the accepted ones and report			
		1.4	Select packaging materials to meet customers' requirements			
		1.5	Demonstrate how to package the items and any support material			
		1.6	Prepare packaged orders to meet the production requirements			
		1.7	Label goods correctly			
		1.8	Despatch goods to customers in accordance with company requirements and customer instructions.			
		1.9	Ensure that specified transportation arrangements are used to meet the agreed delivery schedule			
		1.1	Ensure all details are correct and pass documentation to the relevant person for invoicing purposes			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Know how to perform quality checks when processing customers' orders for footwear / leather goods / saddlery	2.1	Explain why performing quality checks can contribute to production targets			
		2.2	Inspect products against specifications			
		2.3	Identify types of faults which may occur in the process and the potential effects on quality			
		2.4	Explain why it is important to segregate and mark rejects			
		2.5	Identify two potential consequences of not rectifying problems			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		2.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Produce duplicate keys

Unit reference number: K/600/2001

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit Summary

This unit is for those who produce duplicate keys to order.

The job role will involve

- Identifying the requirements for key cutting
- Cutting duplicate keys
- Completing the key cutting activity

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 prepare for production of duplicate keys	1.1	Explain what the factors are involved in deciding the cutting options			
		1.2	Explain which keys cannot be duplicated and why not			
		1.3	Examine the key presented by the customer and agree their requirements			
		1.4	Identify the type of key and what will be required to provide the customer with a duplicate			
		1.5	Determine whether the available key cutting facilities are suitable for duplicating the customer's key			
		1.6	Determine whether a suitable blank is available and if not, how long it would take to obtain one			
		1.7	Confirm with the customer the work to be carried out and the length of time it will take			
		1.8	Prepare the machines and tools			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to carry out production of duplicate keys	2.1	Follow instructions and wear suitable Personal Protective Equipment to operate the equipment			
		2.2	Make adjustments to the machine as appropriate			
		2.3	Demonstrate operation of the key cutting equipment			
		2.4	Check the finished product			
		2.5	Ensure that the finished key is free from burrs, rough and sharp edges			
		2.6	Compare the duplicate key with original where available			
		2.7	Ensure that the key meets agreed requirements as far as possible			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when producing duplicate keys	3.1	Explain why performing quality checks can contribute to work targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Service and repair watches

Unit reference number: M/600/2002

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit Summary

This unit is for those who service and repair watches to order.

The job role will involve

- Identifying the service requirements
- Servicing the watch
- Completing the service of the watch

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 prepare to carry out servicing and repair of watches	1.1	Identify the limitations on the types of watches that can be serviced using the equipment available			
		1.2	Identify the different types of watches which you may service			
		1.3	Identify the characteristics of different types of battery			
		1.4	Identify the causes of common or typical faults with watches			
		1.5	Explain which sort of faults require specialist repairers and should be left alone			
		1.6	Identify the common problems that arise with the moving parts of watches			
		1.7	Identify the accuracy that is expected of different types of watches			
		1.8	Examine the watch presented by the customer and discuss their requirements			
		1.9	Agree with the customer the • work to be done • length of time the servicing will take • costs involved			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.1	Demonstrate how to prepare an invoice for the customer and where necessary a receipt for their watch			
2	Be able to carry out servicing and repair of watches	2.1	Demonstrate how to dismantle a watch to its component parts			
		2.2	Demonstrate how to identify and select the correct battery for a watch			
		2.3	Demonstrate how to replace a watch battery correctly			
		2.4	Make adjustments to a watch as appropriate			
		2.5	Clean the moving parts of a watch and ensure that they work correctly			
		2.6	Re-set and regulate a watch			
		2.7	Ensure a serviced watch is ready for the customer by confirming accurate time is maintained			
3	Know how to perform quality checks when servicing and repairing watches	3.1	Explain why performing quality checks can contribute to work targets			
		3.2	Inspect products against the customer's requirements			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.4	Explain why it is important to segregate and mark un-repairable watches				
	3.5	Identify two potential consequences of not rectifying problems				
	3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.				
	3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with				

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 24: Sell footwear / leather goods / saddlery care and ancillary products

Unit reference number: A/600/2004

QCF level: 2

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who sell footwear / leather goods / saddlery care and ancillary products to customers

The job role will involve

- confirming the customer's requirements
- completing the sale

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 prepare to sell footwear / leather goods / saddlery care and ancillary products	1.1	Identify - the product range - the products currently available - the prices of the products			
		1.2	Determine what the compatibility is of the different products with the materials used in the construction of the footwear / leather goods / saddlery			
		1.3	Establish the customer's - requirements - budget - preferences			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to sell footwear / leather goods / saddlery care and ancillary products	2.1	Present the options and choice of products available			
		2.2	Help the customer with their choice			
		2.3	Ensure that the customer's requirements have been met and pack the goods in an appropriate manner			
		2.4	Handle payment and hand over the product			
		2.5	Explain the action to take if the card transaction is refused			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Manufacture material to add value in leather production chemical processing

Unit reference number: L/600/2010

QCF level: 2

Credit value: 5

Guided learning hours: 40

Unit Summary

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

The job role will involve chemically processing and completing materials in a specific area of production, e.g., beamhouse, tannage, post tannage, finishing.

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 prepare for manufacturing material to add value in leather production (chemical processing)	1.1	Identify the main types and characteristics of hides, skins or leather produced by the company			
		1.2	Explain all the main stages involved in the company's leather production			
		1.3	Explain the purpose of each operation in the leather production process			
		1.4	Identify the sections of the work ticket relevant to the work required			
		1.5	Identify by-products and wastes produced during processing and explain how to dispose of them safely			
2	Be able to manufacture material to add value in leather production (chemical processing)	2.1	Demonstrate how to chemically process the material including the operations involved in one of the following production areas • beamhouse • tannage • post tannage • finishing			
		2.2	Ensure that the identity and quantity of the material received matches the work ticket			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Demonstrate that the essential information contained on the work ticket is accurately followed			
		2.4	Demonstrate how to handle and transport materials safely, in the most effective manner and in the correct sequence			
		2.5	Demonstrate how to follow the process instruction sheet accurately, to include - handling the material in order to avoid contaminating and damaging the material during the process - weighing and handling chemicals appropriately - reporting any deviations from the process sheet to their line manager			
		2.6	Ensure that the process is completed to the specified standard required for the next operation			
3	Know how to perform quality checks when manufacturing material to add value in leather production (chemical processing)	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
	3.3	Identify types of faults which may occur in the process and the potential effects on quality				
	3.4	Explain why it is important to segregate and mark rejects				
	3.5	Identify two potential consequences of not rectifying problems				
	3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.				
	3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with				

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: **Finish bespoke/Orthopaedic footwear / leather goods / saddlery**

Unit reference number: H/600/1994

QCF level: 2

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who finish footwear / leather goods / saddlery ready for inspection and despatch.

The job role will involve

- Finishing footwear / leather goods / saddlery
- Using appropriate tools to meet the requirements of the work ticket
- Achieve the required final appearance and cleanliness

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 prepare to finish footwear / leather goods / saddlery ready for inspection and despatch	1.1	Identify the styles of footwear / leather goods / saddlery are currently being produced in the organisation		
		1.2	Explain the common types of finishing required for styles produced by the organisation		
		1.3	Use the data on the specification and explain how it relates to the workflow		
		1.4	Ensure the work area is free from hazards which might cause harm using the appropriate procedures for dealing with them		
		1.5	Identify the tools and equipment that are needed for the finishing activity		
		1.6	Ensure that tools and equipment are • set up and positioned safely and correctly • clean • fit for purpose		
		1.7	Explain the implications of using defective machines on the products		
		1.8	Check that components are of the correct quality standard		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2		1.9	Explain the production schedules and targets associated with each stage of finishing and how to meet them			
		1.1	Explain - The basic anatomy of the foot - What the common foot conditions are			
		2.1	Follow the specifications using the tools and equipment appropriate for the work			
	Be able to finish footwear / leather goods / saddlery ready for inspection and despatch	2.2	Demonstrate finishing activities in the correct sequence to meet the requirements of the specification			
		2.3	Remove excess materials using the most effective method and technique			
		2.4	Ensure that the original contour is maintained whilst carrying out finishing activities			
		2.5	Ensure that surface finishes meet the requirements of the style being worked on			
		2.6	Demonstrate the correct procedures for setting up and closing down machines, their controls and equipment			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when finishing footwear / leather goods / saddlery	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Inspect products against specifications			
		3.3	Identify types of faults which may occur in the process and the potential effects on quality			
		3.4	Explain why it is important to segregate and mark rejects			
		3.5	Identify two potential consequences of not rectifying problems			
		3.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.7	Identify two equipment faults that may occur, how they are identified and how they should be dealt with			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

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

Professional development and training

Edexcel 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 (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel 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: Progression pathways

The Edexcel qualification framework for the fashion and textiles sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
8					
7					
6					
5					
4					
3				BTEC Level 3 Diploma in Textile Design and Manufacture (QCF) BTEC Level 3 Diploma in Apparel, Footwear or Leather Production (QCF)	Level 3 NVQ Diploma in Manufacturing Textile Products (QCF) Level 3 NVQ Certificate in Apparel Manufacturing Technology (QCF) Level 3 NVQ Certificate in Footwear and Leather (QCF)

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/ competence
2				BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF) BTEC Level 2 Certificate in Apparel, Footwear, Leather or Textile Production (QCF)	Level 2 NVQ Certificate in Laundry Operations (QCF) Level 2 NVQ Certificate in Manufacturing Textiles Products (QCF) Level 2 NVQ Certificate in Manufacturing Sewn Products (QCF) Level 2 NVQ Certificate in Footwear and Leather (QCF) Level 2 NVQ Certificate in Dry Cleaning Operations (QCF) Level 2 NVQ Certificate in Textile Care Services (QCF)
1					
Entry					

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel 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.
- Edexcel 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 Edexcel 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 Edexcel. Edexcel 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. Edexcel 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. Edexcel 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 Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel 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 C: Centre certification and registration

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

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

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel 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 Edexcel 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 Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the 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. www.edexcel.com.

Annexe D: 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 and Credit 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 QCF 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

2.2 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 recorded and subject to audit (i.e. ISO9000 Assessor should carry out confirmatory observations and collect evidence as appropriate

2.3 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. Additional 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 and

Credit Framework (QCF)

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. QCF units that are used to assess competence within the QCF must be assessed and quality assured in accordance with the following requirements.
2. When QCF 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 E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

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

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