

Specification

Edexcel NVQ/competence-
based qualifications

Edexcel Level 3 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 3 Certificate in Footwear and Leather:

Qualification title

Edexcel Level 3 Certificate in Footwear and Leather

Qualification Number (QN)

600/4137/7

Accreditation start date

01/12/11

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

The qualification titles listed above feature 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 3 NVQ Certificate in Footwear and Leather (QCF)

This qualification:

- is nationally recognised
- is based on the Fashion and Textile National Occupational Standards (NOS). The NOS, assessment requirements/strategy and qualification structure 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, designing products using CAD systems, and creating digitised patterns using CAM systems.

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

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

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

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

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 3 NVQ Certificate in Footwear and Leather (QCF)?

Individual units can be found in the *Units* section. Learners must complete the 10 mandatory credits and a minimum 22 credits from one of the pathway groups in order to achieve this qualification.

Mandatory Units

Unit No	Unit Reference	Unit Title	Credit	Level
1	K/502/1072	Health, Safety and Security at work	3	2
2	K/600/2015	Respond to production quality problems	7	3

Footwear and Leather goods Production

Unit No	Unit Reference	Unit Title	Credit	Level
3	R/600/2011	Carry out complex lasting, making and associated operations in handcraft bespoke / orthopaedic footwear	10	3
4	Y/600/2012	Carry out assessment and measurement for handcraft bespoke/ orthopaedic footwear	6	3
5	D/600/2013	Contribute to production flow by carrying out complex footwear/ leather goods/ saddlery product operations	6	3
6	A/600/2021	Improve production methods and processes	8	3
7	F/600/2022	Contribute to leather development	8	3
8	H/600/2014	Create complex patterns for footwear/ leather goods/ saddlery products	7	3
9	M/600/2016	Design products using CAD systems	5	3
10	T/600/2017	Create digitised patterns using CAM systems	5	3
11	T/600/2020	Manufacture material to add value in leather production (mechanical processing)	5	3
12	A/600/2018	Repair footwear/ leather goods/ saddlery by stitching	8	3

Unit No	Unit Reference	Unit Title	Credit	Level
13	Y/601/1230	Organise the delivery of reliable customer service	6	3
14	J/601/1515	Monitor and solve customer service problems	6	3

Footwear Production

Unit No	Unit Reference	Unit Title	Credit	Level
10	T/600/2017	Create digitised patterns using CAM systems	5	3
9	M/600/2016	Design products using CAD systems	5	3
6	A/600/2021	Improve production methods and processes	8	3
8	H/600/2014	Create complex patterns for footwear/ leather goods/ saddlery products	7	3
5	D/600/2013	Contribute to production flow by carrying out complex footwear/ leather goods/ saddlery product operations	6	3
12	A/600/2018	Repair footwear/ leather goods/ saddlery by stitching	8	3

Handcraft/Bespoke/Orthopaedic Footwear Production

Unit No	Unit Reference	Unit Title	Credit	Level
3	R/600/2011	Carry out complex lasting, making and associated operations in handcraft bespoke / orthopaedic footwear	10	3
4	Y/600/2012	Carry out assessment and measurement for handcraft bespoke/ orthopaedic footwear	6	3
6	A/600/2021	Improve production methods and processes	8	3
5	D/600/2013	Contribute to production flow by carrying out complex footwear/ leather goods/ saddlery product operations	6	3

Unit No	Unit Reference	Unit Title	Credit	Level
8	H/600/2014	Create complex patterns for footwear/ leather goods/ saddlery products	7	3
9	M/600/2016	Design products using CAD systems	5	3
10	T/600/2017	Create digitised patterns using CAM systems	5	3

Footwear repair and associated services

Unit No	Unit Reference	Unit Title	Credit	Level
10	T/600/2017	Create digitised patterns using CAM systems	5	3
9	M/600/2016	Design products using CAD systems	5	3
8	H/600/2014	Create complex patterns for footwear/ leather goods/ saddlery products	7	3
12	A/600/2018	Repair footwear/ leather goods/ saddlery by stitching	8	3
13	Y/601/1230	Organise the delivery of reliable customer service	6	3
14	J/601/1515	Monitor and solve customer service problems	6	3

Saddlery

Unit No	Unit Reference	Unit Title	Credit	Level
8	H/600/2014	Create complex patterns for footwear/ leather goods/ saddlery products	7	3
12	A/600/2018	Repair footwear/ leather goods/ saddlery by stitching	8	3
5	D/600/2013	Contribute to production flow by carrying out complex footwear/ leather goods/ saddlery product operations	6	3
6	A/600/2021	Improve production methods and processes	8	3
13	Y/601/1230	Organise the delivery of reliable customer service	6	3
14	J/601/1515	Monitor and solve customer service problems	6	3

Leather goods Production

Unit No	Unit Reference	Unit Title	Credit	Level
7	F/600/2022	Contribute to leather development	8	3
6	A/600/2021	Improve production methods and processes	8	3
10	T/600/2017	Create digitised patterns using CAM systems	5	3
9	M/600/2016	Design products using CAD systems	5	3
8	H/600/2014	Create complex patterns for footwear/ leather goods/ saddlery products	7	3
5	D/600/2013	Contribute to production flow by carrying out complex footwear/ leather goods/ saddlery product operations	6	3

Leather Production

Unit No	Unit Reference	Unit Title	Credit	Level
5	D/600/2013	Contribute to production flow by carrying out complex footwear/ leather goods/ saddlery product operations	6	3
6	A/600/2021	Improve production methods and processes	8	3
7	F/600/2022	Contribute to leather development	8	3
11	T/600/2020	Manufacture material to add value in leather production _mechanical processing_	5	3

How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualifications are designed to be assessed:

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

Principles of assessment

The assessment requirements/strategy for this qualification has been included in *Annexe 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 eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Health, Safety and Security at work

Unit reference number: K/502/1072

QCF level: Level 2

Credit value: 3

Guided learning hours: 20

Unit Summary

This unit is for those who take responsibility for their own health, safety and security in the workplace, and monitor the workplace for hazards. The job role involves contributing to the safety and security in the workplace, taking action in the event of an incident, raising the alarm, following correct procedures for shut down and evacuation, using emergency equipment correctly and safely, and monitoring the workplace for hazards

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Respond to production quality problems

Unit reference number: K/600/2015

QCF level: Level 3

Credit value: 7

Guided learning hours: 40

Unit Summary

This unit is for those who deal with poor production performance occurring during manufacturing operations.

The job role will involve

- identifying faults
- seeking technical/production information about the faults
- establishing the cause
- taking appropriate action

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare to respond to production quality problems	1.1	Identify potential production faults			
		1.2	Analyse accurate technical/ production information from the production team about what is affecting performance, including <ul style="list-style-type: none"> • the machinery being worked on • the tools and equipment in use • the materials being processed 			
		1.3	Identify and deal with conflicting technical/production information			
	2	Be able to respond to production quality problems	2.1	Identify the nature, characteristics and implications of the fault		
2.2			Carry out appropriate tests to establish the root cause of the fault			
2.3			Investigate influencing factors and incorrect production processes			
2.4			Take corrective action based on the cause of the fault			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when responding to production quality problems	3.1	Explain why performing quality checks can contribute to production targets			
		3.2	Identify types of faults which may occur in the process and the potential effects on quality			
		3.3	Explain why it is important to segregate and mark faulty equipment.			
		3.4	Identify two potential consequences of not rectifying problems			
		3.5	Explain why it is important to record details of adjustments and the potential consequences of not recording them.			
		3.6	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 3: **Carry out complex lasting, making and associated operations in handcraft bespoke / orthopaedic footwear**

Unit reference number: R/600/2011

QCF level: Level 3

Credit value: 10

Guided learning hours: 70

Unit Summary

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

- Orthopaedic footwear manufacture
- Bespoke footwear manufacture

The job role will involve

- receiving and interpreting draft and plaster cast prescription and specification
- making shoes to required standard
- checking own completed work to meet company quality standards

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare to carry out complex lasting, making and associated operations in handcraft bespoke / orthopaedic footwear	1.1	Interpret the prescription / specification and refer back to prescriber / specifier if necessary			
		1.2	Monitor the work area to ensure it is free from hazards which might cause harm			
		1.3	Select the correct equipment and tools			
		1.4	Ensure the components are of the correct quality standard before carrying out the operation			
		2.1	Use the appropriate handling methods during manufacture to ensure work is to the correct quality standards			
2	Be able to carry out complex lasting, making and associated operations in handcraft bespoke / orthopaedic footwear	2.2	Demonstrate how to make appropriate adjustments in equipment settings during manufacture			
		2.3	Demonstrate how to last and make for bespoke / orthopaedic footwear			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.4	Demonstrate shoe room techniques for bespoke / orthopaedic footwear			
	2.5	Ensure that work is <ul style="list-style-type: none"> • 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	Carry out the correct closedown procedures to ensure the work area is safe and secure on completion of work			
3	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: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 4: **Carry out assessment and measurement for handcraft bespoke / orthopaedic footwear**

Unit reference number: Y/600/2012

QCF level: Level 3

Credit value: 6

Guided learning hours: 40

Unit Summary

This unit is for those who measure and assess for footwear

The job role will involve

- assessing the client's requirements
- measuring for footwear

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	Prepare to carry out assessment and measurement for handcraft bespoke / orthopaedic footwear	1.1	Identify a clients' footwear aspirations			
		1.2	Determine whether the client has <ul style="list-style-type: none"> • fitting and/or walking difficulties • any medical conditions that may put their foot at risk 			
		1.3	Refer to medical assessment and communicate with the qualified consultant / person if required			
2	Be able to carry out assessment and measurement for handcraft bespoke / orthopaedic footwear	2.1	Demonstrate how to measure a client's foot and ankles as required			
		2.2	Demonstrate how to take an appropriate cast			
		2.3	Demonstrate how to rectify a cast			
		2.4	Keep a comprehensive record of all information			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to perform quality checks within assessment and measurement for handcraft bespoke / orthopaedic footwear	3.1	Explain why it is important to clarify a client's special requirements				
		3.2	Explain the British Standard foot measuring protocol				
		3.3	Identify types of faults which may occur in the casting process and the potential effects on quality				
		3.4	Explain how to prescribe corrections for mechanical foot problems				
		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	Explain how the data protection act is appropriate to the client				

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 5: **Contribute to production flow by carrying out complex footwear / leather goods / saddlery product operations**

Unit reference number: D/600/2013

QCF level: Level 3

Credit value: 6

Guided learning hours: 40

Unit Summary

This unit is for those who contribute to production flow by carrying out complex operations within footwear/leather goods/saddlery products operations

The job role will involve

- identifying bottlenecks in production flow
- moving to other complex operations to assist production flow
- using a range of materials, machinery, tools and equipment within and across departments

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	Prepare to contribute to production flow by carrying out complex footwear / leather goods / saddlery product operations	1.1	Identify where the production flow is holding up other operations				
		1.2	Check company requirements on the work ticket before starting a new operation				
		1.3	Ensure that those operations which are in need of extra assistance are within own job capabilities				
		1.4	Ensure that the operation is appropriate to the sequence of production				
		1.5	Select the correct tools and equipment and materials for the operation				
		1.6	Ensure that the work area is clean and free of hazards and tools, equipment and materials are fit for purpose				

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
<p>2</p> <p>Be able to contribute to production flow by carrying out complex footwear / leather goods / saddlery product operations</p>	2.1	<p>Ensure that the quality of the work passed from previous operations are</p> <ul style="list-style-type: none"> • within the tolerances required of the operation • acceptable for company quality requirements 				
	2.2	<p>Demonstrate that an acceptable level and quality of work for the operation is maintained</p>				
	2.3	<p>Ensure that all work is correctly placed when completed to assist the next stage of production</p>				
	2.4	<p>Communicate with the relevant person where additional problems are identified</p>				
	2.5	<p>Ensure that the work area when moving to other operations is left clean and safe</p>				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to perform quality checks within complex footwear / leather goods / saddlery product 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: _____ Date: _____

Assessor signature: _____ Date: _____

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

Unit 6: Improve production methods and processes

Unit reference number: A/600/2021

QCF level: Level 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who work in production and improve production

The job role will involve

- identifying the technical content of customer's requirements
- carrying out a review to establish where opportunities for improvement can be made
- consulting with others
- presenting feasible recommendations

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare to improve production methods and processes	1.1	Identify the common types and nature of raw materials used			
		1.2	Explain the company's production methods and techniques			
		1.3	Demonstrate how to conduct a review of the production process			
		1.4	Assess whether any problem areas exist within the production method and process and identify where improvements might be made			
		1.5	Record clearly and accurately all feasible recommendations for improving production and possible courses of action			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Be able to communicate and recommend improvement of production methods and processes	2.1	Demonstrate that the options within the recommendations meet <ul style="list-style-type: none"> • company objectives • health, safety and environmental regulations • customer requirements 				
	2.2	Identify the resources, including costs, that are required to meet the recommendations to improve production				
	2.3	Demonstrate how to present the proposals to relevant people clearly and concisely				
	2.4	Liaise with the people involved in production and ensure that the process and specification are made clear				

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

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 7: Contribute to leather development

Unit reference number: F/600/2022

QCF level: Level 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who work in leather production and contribute to leather development for the purpose of enhancing the company's product line.

The job role will involve

- planning
- carrying out experiments
- evaluating their results on leather samples and trials

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
1	Be able to prepare to contribute to leather development	1.1	Identify the common types and nature of raw materials used in the company when producing leather				
		1.2	Explain the company's production methods and techniques				
		1.3	Explain the company's objectives in relation to the development work				
		1.4	Ensure plans for development work meet company objectives				
		1.5	Ensure development work can be maintained within budget and time constraints				
		1.6	Ensure experiments take account of <ul style="list-style-type: none"> • company capabilities • health, safety and environmental regulations • customer requirements 				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to contribute to leather development	2.1	Select samples and carry out trials for production in an efficient manner				
		2.2	Carry out tests on the trial samples in accordance with industry standards				
		2.3	Identify the pertinent points of the results of experiments and discuss these with relevant people including those managing production				
		2.4	Evaluate the success of experiments within the context of the company objectives and customer requirements				
		2.5	Demonstrate how to make clear and realistic recommendations, with indicative costs, to the relevant people for future development plans				
		2.6	Communicate new techniques and processes to others				
		2.7	Ensure development plans are updated and include <ul style="list-style-type: none"> • results of the experiments • recommendations to relevant people • the agreed outcomes 				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when contributing to leather development	3.1	Explain why performing quality checks can contribute to production targets				
		3.2	Inspect test results / development plans 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 making recommendations without conducting experiments and sample trials				
		3.6	Explain why it is important to record experiment / trial results in detail 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: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

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Date: _____
Date: _____
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Unit 8: **Create complex patterns for footwear/leather goods/saddlery products**

Unit reference number: H/600/2014

QCF level: Level 3

Credit value: 7

Guided learning hours: 40

Unit Summary

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

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

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare to create complex patterns for footwear / leather goods / saddlery products	1.1	Communicate with colleagues to confirm <ul style="list-style-type: none"> • when the pattern is required • the main features of the design for the pattern • the types of materials which will be used • the style, quantity and size ratio 			
		1.2	Produce a standard/block for a complex style			
		1.3	Select the correct equipment to produce the pattern			
		1.4	Ensure specifications are prepared and communicate with the appropriate people about the construction and best production methods			

Learning outcomes	Assessment criteria			Evidence type	Portfolio reference	Date
2 Be able to create complex patterns for footwear / leather goods / saddlery products	2.1	Ensure that the equipment and workstation are clean and safe during pattern work				
	2.2	Construct patterns for counters / toe puffs / linings / bottom stock / other leather products				
	2.3	Cut the pattern accurately and correctly label, recording <ul style="list-style-type: none"> • Balance marks / notches • Drill holes • Seam allowance • Component name 				
	2.4	Inspect the prototype and agree any amendments to be made to the patterns				
	2.5	Ensure adjustments to the pattern compensate for problems identified during the trial and re-issue if necessary				
	2.6	Demonstrate how to grade patterns with required restrictions/groupings				
	2.7	Ensure patterns pieces are correctly labelled with all relevant information and stored correctly				
	2.8	Issue the final pattern for factory testing				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when creating complex patterns for footwear / leather goods / saddlery products	3.1	Explain why performing quality checks can contribute to production targets				
		3.2	Inspect patterns against specifications				
		3.3	Identify types of faults which may occur in the process and the potential effects on quality				
		3.4	Identify two potential consequences of not rectifying problems				
		3.5	Explain why it is important to record details of adjustments and the potential consequences of not recording them.				
		3.6	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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Internal verifier signature: _____ Date: _____
(if sampled)

Unit 9: Design products using CAD systems

Unit reference number: M/600/2016

QCF level: Level 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who carry out computer-aided design for footwear / leather goods / saddlery

The job role will involve designing products using computer aided design (CAD) systems.

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare for designing products using CAD systems	1.1	Explain the principles of CAD systems			
		1.2	Explain the main design capabilities of the CAD system			
		1.3	Identify, through communication with the relevant people to confirm <ul style="list-style-type: none"> • the scope of the design • when the design is required • main design features 			
		1.4	Identify the available design options and explain the differences between them clearly and accurately with the relevant people			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to design products using CAD systems	2.1	Explain the main differences and advantages of 2D and 3D CAD				
		2.2	Demonstrate how to start, operate and close down the CAD system in accordance with supplier instructions and company requirements				
		2.3	Demonstrate how to manipulate and alter images to test ideas on the screen using the CAD software and which are in accordance with the scope of the required design				
		2.4	Produce alternative designs which present a range of options, all of which are suitable for production				
		2.5	Confirm the final design and record carefully and agreed alterations				
		2.6	Ensure that the information required by those making the factory production trial is communicated following organisational procedures.				
		2.7	Back up the CAD system before turning off				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when designing products using CAD systems	3.1	Explain why performing quality checks can contribute to 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	Identify two potential consequences of not rectifying problems				
		3.5	Explain why it is important to record details of adjustments and the potential consequences of not recording them.				
		3.6	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 10: Create digitised patterns using CAM systems

Unit reference number: T/600/2017

QCF level: Level 3

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who create patterns using CAM systems for footwear. The job role will involve creating patterns using computer-aided manufacturing systems.

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare for creating digitised patterns using CAM systems	1.1	Explain the principles of pattern cutting and grading and the importance of pattern trials			
		1.2	Explain the principles of CAM systems			
		1.3	Explain the benefits of pattern standardisation as applied to CAM systems			
		1.4	Identify, through communication with the relevant people to confirm <ul style="list-style-type: none"> • 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, quantity and size ratio 			
		1.5	Identify the available design options and explain the differences between them clearly and accurately with the relevant people			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to create digitised patterns using CAM systems	2.1	Explain the main pattern creation capabilities of the CAM system				
		2.2	Demonstrate how to start, operate and close down the CAM system				
		2.3	Identify the main information required to use digitising equipment				
		2.4	Demonstrate how to digitise the patterns and ensure optimum shape and sizing				
		2.5	Confirm the changes and amendments that need to be made to the patterns once the trial has been inspected				
		2.6	Ensure adjustments are made to the pattern to compensate for problems identified during the trial				
		2.7	Ensure stitch markers and other information is available for production to take the pattern forward				
		2.8	Back up the CAM system before turning off				
		2.9	Demonstrate how to shut down, after use, the CAM system carefully and in accordance with company instructions				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when creating digitised patterns using CAM systems	3.1	Explain why performing quality checks can contribute to production targets				
		3.2	Inspect patterns against specifications				
		3.3	Identify types of faults which may occur in the process and the potential effects on quality				
		3.4	Identify two potential consequences of not rectifying problems				
		3.5	Explain why it is important to record details of adjustments and the potential consequences of not recording them.				
		3.6	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 11: Manufacture material to add value in leather production (mechanical processing)

Unit reference number: T/600/2020

QCF level: Level 3

Credit value: 5

Guided learning hours: 30

Unit Summary

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

The job role will involve mechanically processing and completing materials.

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare for manufacturing material to add value in leather production (mechanical 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	Explain how material can be contaminated or damaged during processing and the effects on quality			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to manufacture material to add value in leather production (mechanical processing)	2.1	Ensure that the identity and quantity of the material received matches the work ticket				
		2.2	Demonstrate how to process the material by carrying out a mechanical operation				
		2.3	Demonstrate how to handle and transport materials safely, in the most effective manner and in the correct sequence				
		2.4	Demonstrate how to follow the start-up sequences and operate the equipment controls correctly <ul style="list-style-type: none"> • adjust the equipment to ensure the specified quality standards are achieved • handle the material in order to avoid contaminating and damaging the material during the process • complete the process to the specified standard required for the next operation 				
		2.5	Ensure that the essential information needed is communicated to the appropriate person in the next stage of the process				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when manufacturing material to add value in leather production (mechanical processing)	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: _____

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

Unit 12: Repair footwear / leather goods / saddlery by stitching

Unit reference number: A/600/2018

QCF level: Level 3

Credit value: 8

Guided learning hours: 50

Unit Summary

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

The job role will involve

- repairing footwear / leather goods / saddlery of specific types
- hand sewing

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare to carry out repair footwear / leather goods / saddlery by stitching	1.1	Evaluate the specific item to identify what type of repair is best suited			
		1.2	Explain the available options with the customer and the likely length of time the repair will take			
		1.3	Identify the main pieces of equipment are needed to repair the item and explain their capabilities			
		1.4	Identify the characteristics of the materials used to repair the item			
		1.5	Prepare the item for repair			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	Be able to carry out repair of footwear / leather goods / saddlery by stitching	2.1	Ensure the equipment has the correct controls, attachments and how to ensure its smooth running				
		2.2	Carry out simple maintenance on machines				
		2.3	Demonstrate how to remove excess materials by hand knife or machine				
		2.4	Demonstrate how to groove by machine or by hand				
		2.5	Demonstrate how to stitch using the appropriate sewing machine or by hand				
		2.6	Demonstrate how to complete complex repairs and patching				
		2.7	Apply finishing methods appropriate to the footwear / leather goods / saddlery				
		2.8	Demonstrate how to polish and package the item ready for handover to the customer				

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
3	Know how to perform quality checks when repairing footwear / leather goods / saddlery by stitching	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: _____

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(if sampled)

Unit 13: Organise the delivery of reliable customer service

Unit reference number: Y/601/1230

QCF level: Level 3

Credit value: 6

Guided learning hours: 40

Unit Summary

This unit is about how the learner delivers and maintains excellent customer service by being alert to customer reactions and knowing and understanding how the reactions can be used to improve the service. In addition, the learner will need to record customer service information to ensure reliable service.

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	plan and organise the delivery of reliable customer service	1.1	plan, prepare and organise everything they need to deliver services or products to different types of customers		
		1.2	organise what they do to ensure that they are consistently able to give prompt attention to your customers		
		1.3	reorganise their work to respond to unexpected additional workloads		
2	review and maintain customer service delivery	2.1	maintain service delivery during very busy periods and unusually quiet periods		
		2.2	maintain service delivery when systems, people or resources have let them down		
		2.3	consistently meet their customers' expectations		
		2.4	balance the time they take with their customers with the demands of other customers seeking their attention		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date	
3		2.5	respond appropriately to their customers when customers make comments about the products or services they are offering				
		2.6	alert others to repeated comments made by their customers				
		2.7	take action to improve the reliability of their service based on customer comments				
		2.8	monitor the action they have taken to identify improvements in the service they give to their customers				
	use recording systems to maintain reliable customer service	3.1	record and store customer service information accurately following organisational guidelines				
		3.2	select and retrieve customer service information that is relevant, sufficient and in an appropriate format				
		3.3	quickly locate information that will help solve a customer's query				
		3.4	supply accurate customer service information to others using the most appropriate method of communication				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	understand how to organise the delivery of reliable customer service	4.1	describe organisational procedures for unexpected situations and their role within them			
		4.2	describe resource implications in times of staff sickness and holiday periods and their responsibility at these times			
		4.3	explain the importance of having reliable and fast information for their customers and their organisation			
		4.4	evaluate the organisational procedures and systems for delivering customer service			
		4.5	identify useful customer feedback and explain how to decide which feedback should be acted on			
		4.6	describe how to communicate feedback from customers to others			

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

Unit 14: Monitor and solve customer service problems

Unit reference number: J/601/1515

QCF level: Level 3

Credit value: 6

Guided learning hours: 40

Unit Summary

This unit is all about the learner solving immediate customer service problems and changing systems to avoid repeated customer service problems

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	solve immediate customer service problems	1.1	respond positively to customer service problems following organisational guidelines			
		1.2	solve customer service problems when they have sufficient authority			
		1.3	work with others to solve customer service problems			
		1.4	keep customers informed of the actions being taken			
		1.5	check with customers that they are comfortable with the actions being taken			
		1.6	solve problems with service systems and procedures that might affect customers before customers become aware of them			
		1.7	inform managers and colleagues of the steps taken to solve specific problems			

Learning outcomes		Assessment criteria			Evidence type	Portfolio reference	Date
2	identify repeated customer service problems and options for solving them	2.1	identify repeated customer service problems				
		2.2	identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option				
		2.3	work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation				
3	take action to avoid the repetition of customer service problems	3.1	obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated				
		3.2	action their agreed solution				
		3.3	keep their customers informed in a positive and clear manner of steps being taken to solve any service problems				
		3.4	monitor the changes they have made and adjust them if appropriate				

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	understand how to monitor and solve customer service problems	4.1	describe organisational procedures and systems for dealing with customer service problems			
		4.2	describe the organisational procedures and systems for identifying repeated customer service problems			
		4.3	explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers			
		4.4	explain how to negotiate with and reassure customers while their problems are being solved			

Learner name: _____ Date: _____

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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				<p>BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF)</p> <p>BTEC Level 2 Certificate in Apparel, Footwear, Leather or Textile Production (QCF)</p>	<p>Level 2 NVQ Certificate in Laundry Operations (QCF)</p> <p>Level 2 NVQ Certificate in Manufacturing Textiles Products (QCF)</p> <p>Level 2 NVQ Certificate in Manufacturing Sewn Products (QCF)</p> <p>Level 2 NVQ Certificate in Footwear and Leather (QCF)</p> <p>Level 2 NVQ Certificate in Dry Cleaning Operations (QCF)</p> <p>Level 2 NVQ Certificate in Textile Care Services (QCF)</p>
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
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4 Annexes

- 4.1 Realistic work environment and simulation criteria
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- 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 annexe, 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 inline with The Equality Act 2010, in order to protect the rights of individuals and advance equality of opportunity for all.

The units of assessment within Skillset qualifications that map to National Occupational Standards and attest to occupational competence set out what

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

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 workplace or a real work environment under normal commercial operating conditions (simulation is acceptable under certain circumstances, see Annexe 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 Annexe 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 judgement.

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 Annexe 1.

⁶ An Expert Witness is an expert on the occupation to be assessed i.e. experienced line manager or peer, and not to be consulted as a professional Assessor

2.3 Supplementary evidence/witness testimony

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

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

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

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

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

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

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

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

3 Quality assurance

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

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

Role of the Assessor

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

Where the expert witness concept is utilised the Assessor must:

Request the company nomination of an appropriate person in line with expert witness criteria

Ensure the expert witness has the required competence and knowledge

Brief and support the expert witness as appropriate

Ensure the expert witness understands the differences in the roles of assessment and training

Ensure the expert witness understands the units being assessed, and his/her role in the assessment process.

Occupational competence of Assessors

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 Annexe 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

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 Annexe 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 verifier 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 Annexe 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, practice 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.

Annexe 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, make-up 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.

Annexe 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 and 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.

Annexe 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 sub-sectors 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 recognised 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.
- 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.

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.

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

- 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.

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).

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

Annexe 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 and 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 and 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*'.

