

Pearson Edexcel Level 2 NVQ Certificate in Manufacturing Textile Products

Specification

Competence-based qualification

For first registration December 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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

This qualification was previously known as:

Edexcel Level 2 NVQ Certificate in Manufacturing Textile Products (QCF)

The QN remains the same.

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ISBN 9781446953549

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Summary of Pearson Edexcel Level 2 NVQ Certificate in Manufacturing Textile Products specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	2
TQT value added	5
Guided learning definition updated	9
QCF references removed from unit titles and unit levels in all units	13-71

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

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

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Introducing Pearson Edexcel NVQ qualifications

What are NVQ qualifications?

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

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

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

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

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

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

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

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

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

Qualification title covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 2 NVQ Certificate in Manufacturing Textile Products:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 2 NVQ Certificate in Manufacturing Textile Products	600/4136/5	01/12/11

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

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

Key features of the Pearson Edexcel Level 2 NVQ Certificate in Manufacturing Textile Products

This qualification:

- is nationally recognised
- is based on the Fashion and Textiles 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.

Pearson's policy is that the qualification should:

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

What are the benefits of the 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, maintaining textiles machinery and equipment, and packing operations.

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

- Textile manufacturing operatives, quality control

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.

What is the qualification structure for the Pearson Edexcel Level 2 NVQ Certificate in Manufacturing Textile Products?

Individual units can be found in the Units section.

The Total Qualification Time (TQT) for this qualification is 270.

The Guided Learning Hours (GLH) for this qualification is 200.

Learners must achieve 27 credits to achieve this qualification. This must include 8 credits from the mandatory units and a minimum of 19 credits from the optional units.

Unit number	Unit ref	Unit title	Credit	Level
Mandatory Units				
1	K/502/1072	Health, Safety and Security at work	3	2
2	T/502/1074	Maintain the quality of production working with textiles, leather and Materials	5	2
Optional Units				
3	F/601/9984	Maintaining the work area for manufacturing textile products	5	2
4	D/601/9989	Maintain textiles machinery and equipment	7	2
5	F/601/9998	Carry out quality control procedures during textile production	7	2
6	L/602/0006	Prepare for Textile Processing Operations	7	2
7	F/602/0018	Produce Textile Products	7	2
8	Y/602/0025	Carry Out Manual Textile Operations	7	2
9	H/602/0027	Control the Efficiency of Textile Production	7	2
10	K/602/0031	Receive, Store and Organise Materials for Processing	7	2
11	M/602/0032	Package manufactured products	7	2

How is the qualification graded and assessed?

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

To pass a unit the learner must:

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

The qualification is designed to be assessed:

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

Principles of Assessment

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

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

Evidence of competence may come from:

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

It is important that the evidence is:

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

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. 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 Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

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

Unit format

Each unit in this specification contains the following sections.

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

Units

Unit 1: **Health, Safety and Security at work**

Unit reference number: K/502/1072

Level: 2

Credit value: 3

Guided learning hours: 20

Unit Summary

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

Assessment requirements/evidence requirements

Assessment should be in the work place as much as possible.

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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

Unit reference number: T/502/1074

Level: 2

Credit value: 5

Guided learning hours: 30

Unit Summary

This unit is for those who monitor their own production activities; helping to achieve production targets, keeping up the rate of production, organise their work activities to make sure that agreed production targets and instructions are met; identify and find out

the cause of faults; correct faults; make a variety of decisions; use appropriate methods not only to rectify any faults but to prevent any repetition of the fault. The job role involves inspecting materials and products, finding the cause of faults in materials and products, correcting faults and recording details.

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible.

Assessment methodology

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

Learning outcomes and assessment criteria

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

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

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Maintaining the work area for manufacturing textile products

Unit reference number: F/601/9984

Level: 2

Credit value: 5

Guided learning hours: 30

Unit Summary

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

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to maintain tools and equipment in a textiles production environment	1.1	Handle tools and equipment safely and correctly			
		1.2	Use equipment in accordance with operating procedures and manufacturers' instructions			
		1.3	Locate sources of information regarding maintenance procedures			
		1.4	Explain why it is important to conduct running maintenance			
		1.5	Identify common faults with equipment and how they can be rectified			
		1.6	Carry out running maintenance within agreed schedules			
		1.7	Identify hazards likely to be encountered when conducting running maintenance			
		1.8	Identify parameters of own responsibility, colleagues responsibility and those of line manager			
		1.9	Report unsafe equipment and other dangerous occurrences			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.10	Refer and report the need for maintenance outside your responsibility			
		1.11	Make appropriate referral and take appropriate action when problems are identified			
2	Be able to maintain cleanliness of own work area in a textiles production environment	2.1	Maintain a clean and hazard free working area			
		2.2	Keep the work area free from waste, lubricants and obstructions			
		2.3	Identify and employ different ways of minimising waste			
		2.4	Dispose of waste safely in a designated location			
		2.5	Carry out cleaning safely according to schedules and limits of responsibility			
		2.6	Use cleaning equipment and methods appropriate for the work to be carried out in a safe manner			
		2.7	Identify different types of cleaning equipment and their use			
		2.8	Store cleaning equipment safely after use			

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

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Maintain textiles machinery and equipment

Unit reference number: D/601/9989

Level: 2

Credit value: 7

Guided learning hours: 50

Unit Summary

This unit is for those who are responsible for the basic day to day maintenance of production machinery and equipment and identification of faults and problems

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to undertake basic maintenance of machinery/equipment	1.1	Identify and locate component parts of machinery/equipment			
		1.2	Identify routine maintenance activities to be undertaken on component parts of machinery/equipment within parameters of own responsibility			
		1.3	Implement routine maintenance procedures and schedules in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			
		1.4	Dispose of waste materials in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to check machinery/equipment for faults	2.1	Identify common faults and problems with textile machinery			
		2.2	Identify different techniques and methods used to detect faults			
		2.3	Select and employ inspection method/s and fault finding techniques appropriate to the work			
		2.4	Carry out quality checks at specified intervals according to instructions			
		2.5	Diagnose potential causes of identified faults			
		2.6	Identify and report potential solutions to rectify faults			
		2.7	Identify and secure the resources and materials required to rectify faults that fall within limits of own responsibility from approved sources within the organisation			
		2.8	Report faults outside personal responsibility to the appropriate person			
		2.9	Follow reporting procedures where the cause of faults cannot be identified			
		2.10	Use organisational recording and reporting systems			
		2.11	Record information accurately and completely			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to rectify faults in machinery/equipment	3.1	Identify ways of rectifying different types of faults likely to be encountered			
		3.2	Differentiate between correctable and non-correctable faults			
		3.3	Demonstrate how to compare types of faults with possible causes and solutions			
		3.4	Implement acceptable solutions for particular faults			
		3.5	Implement the types of adjustments that are suitable for specific types of faults			
		3.6	Make adjustments promptly to ensure minimum disruption to production			
		3.7	Test the running of the machinery/equipment to ensure it is operating correctly and safely after rectifying faults			
		3.8	Monitor rectified faults to ensure the problems have been solved			
		3.9	Complete records of maintenance and corrective procedures according in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the impact of faults on the production process	4.1	Explain why maintenance checks are important			
		4.2	Identify potential consequences of not rectifying problems			
		4.3	Explain the importance of recording details of non established adjustments			
		4.4	Explain the consequences of not monitoring adjustments made			
5	Recognise own place within the production process	5.1	Describe own responsibilities at work during production			
		5.2	Prioritise the fault rectification process to maintain production requirements			
		5.3	Identify quality and production targets and the effect of not meeting these on self and/or your team			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: **Carry out quality control procedures during textile production**

Unit reference number: F/601/9998

Level: 2

Credit value: 7

Guided learning hours: 50

Unit Summary

This unit is for those who examine/test and check the quality of products as they are being manufactured. Learners will monitor quality by means of regular checks; make recommendations for remedial action to return production to the required quality

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to undertake basic quality checks on textile products	1.1	Identify working examination/testing techniques to be undertaken on textile products within parameters of own responsibility			
		1.2	Demonstrate how to handle materials and products appropriately when undertaking quality control examinations/tests			
		1.3	Implement working examination/testing techniques and schedules in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to check textile products for faults	2.1	Compare the quality of the product with the requirements of the specification to identify any non-conformance			
		2.2	Identify common faults and irregularities in textile products			
		2.3	Identify common faults and irregularities that are linked to the characteristics of the materials used			
		2.4	Identify different techniques and methods used to detect faults			
		2.5	Select and employ inspection/testing method/s and fault finding techniques appropriate to the work			
		2.6	Carry out quality checks/tests at specified intervals according to instructions			
		2.7	Diagnose potential causes of identified faults			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.8	Identify and report corrective actions to provide potential solutions to rectify faults and return production to required standards.			
		2.9	Identify and secure the resources and materials required to rectify faults that fall within limits of own responsibility from approved sources within the organisation			
		2.10	Report faults outside personal responsibility to the appropriate person			
		2.11	Follow reporting procedures where the cause of faults cannot be identified			
		2.12	Record information accurately and completely and store securely in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to rectify faults during textile production	3.1	Identify ways of rectifying different types of faults likely to be encountered			
		3.2	Differentiate between correctable and non-correctable faults			
		3.3	Demonstrate how to compare types of faults with possible causes and solutions			
		3.4	Implement acceptable solutions for particular faults			
		3.5	Implement the types of adjustments that are suitable for specific types of faults			
		3.6	Make adjustments promptly to ensure minimum disruption to production			
		3.7	Test the running of the machinery/equipment to ensure it is operating correctly and safely after rectifying faults			
		3.8	Monitor rectified faults to ensure the problems have been solved			
		3.9	Complete records of maintenance and corrective procedures according in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand the impact of faults on the production process	4.1	Explain why quality control is important			
		4.2	Identify potential consequences of not rectifying problems			
		4.3	Explain the importance of recording details of non established adjustments			
		4.4	Explain the consequences of not monitoring adjustments made			
5	Recognise own place within the production process	5.1	Describe own responsibilities at work during production			
		5.2	Prioritise the fault rectification process to maintain production requirements			
		5.3	Identify quality and production targets and the effect of not meeting these on self and/or your team			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Prepare for Textile Processing Operations

Unit reference number: L/602/0006

Level: 2

Credit value: 7

Guided learning hours: 50

Unit Summary

This unit is for those involved in all forms of textile processing and manufacture. The job role will include preparing for work operations, gathering resources and ensuring equipment is in good working order

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Prepare work environment ready for textile production processes	1.1	Check and confirm that own immediate work area is free from waste and obstructions and is ready for textile operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures			
		1.2	Arrange the work area and equipment to ensure efficiency during work operations			
		1.3	Explain why it is important to comply with organisational procedures to maintain own work area			
2	Prepare machinery, tools and equipment for the textile production process	2.1	Identify tools, equipment and/or machinery that meet the requirements for the intended textile production process			
		2.2	Check and confirm that tools, equipment and/or machinery are free from waste and obstructions and that they are ready for operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.3	Perform required safety checks on tools, equipment and/or machinery		
		2.4	Identify any faults and take action within limits of own responsibility		
		2.5	Identify any tools, equipment and/or machinery that do not conform to the specification and refer in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures		
		2.6	Confirm that tools, equipment and/or machinery are appropriate and ready for use in order to meet textile production requirements		
		2.7	Organise tools, equipment and/or machinery are ready for work to be carried out according to instructions		

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to gather resources in preparation for textile operations	3.1	Identify and secure the resources required for the textile operation as prescribed in the work-instructions/specification provided			
		3.2	Check and confirm that resources are appropriate, available, sufficient and ready for use in order to meet textile production requirements			
		3.3	Identify any resources that do not conform to the work instructions/specification and refer in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures			
		3.4	Organise resources ready for work to be carried out according to work instructions			
		3.5	Explain the characteristics of the materials to be processed and the implications for handling them			
		3.6	Demonstrate how to handle materials appropriately for the textile operation/s			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.7	Explain and demonstrate how to protect resources from damage and contamination within parameters of own responsibility			
		3.8	Confirm and report completion of required preparation activities in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

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(if sampled)

Unit 7: Produce Textile Products

Unit reference number: F/602/0018

Level: 2

Credit value: 7

Guided learning hours: 50

Unit Summary

This unit is for those involved in the processing of textiles products through putting together the various components of the products using different products.

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to perform pre-production checks on work area prior to textile manufacture	1.1	Check and confirm that own immediate work area is free from waste and obstructions and is ready for textile operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures			
		1.2	Arrange the work area and equipment to ensure efficiency during work operations			
		1.3	Explain why it is important to comply with organisational procedures to maintain own work area			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to perform pre-production checks on machinery and equipment prior to textile manufacture	2.1	Identify equipment and/or machinery that meet the requirements for the intended manufacturing textile process			
		2.2	Check and confirm that tools, equipment and/or machinery are free from waste and obstructions and that they are ready for operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures.			
		2.3	Perform required safety checks on equipment and/or machinery			
		2.4	Identify any faults and take action within limits of own responsibility			
		2.5	Identify any equipment and/or machinery that does not conform to the specification and refer in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures.			
		2.6	Confirm that equipment and/or machinery are appropriate and ready for use			
		2.7	Organise equipment and/or machinery ready for work to be carried out according to instructions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to undertake pre-production checks on materials and components prior to the manufacturing textile process	3.1	Check and confirm that the materials and components are as prescribed prior to starting the manufacturing textile process			
		3.2	Check and confirm that materials and components are appropriate, available, and sufficient before undertaking the manufacturing textile process			
		3.3	Identify any materials or components that do not conform to the work instructions/specification and refer in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures.			
		3.4	Confirm and report completion of required preparation activities and any actions required, in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures.			
		3.5	Organise and assemble resources ready for the manufacturing textile process to be carried out according to work instructions/specification			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to assemble and handle components during the manufacturing textile process	4.1	Describe and demonstrate how the characteristics of the materials and components to be processed impact upon the way in which they should be handled and assembled during the manufacturing textile process			
		4.2	Describe and demonstrate how to assemble the components to meet the quality and quantity requirements, within the parameters of their own responsibility as outlined in the work pattern during the manufacturing textile process.			
		4.3	Demonstrate how to assemble materials and components to achieve maximum operating efficiency during the manufacturing textile process			
		4.4	Explain and demonstrate how to protect the manufactured output from damage and contamination within parameters of own responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Maintain and ensure efficiency of work patterns during the manufacturing textile process	5.1	<p>Monitor and maintain safety and efficiency of work patterns during the manufacturing textile process to ensure</p> <ul style="list-style-type: none"> • timely identification of faults • minimisation of down time • minimisation of wastage • maintenance of the flow of materials and production • maintenance of productivity levels • maintenance of quality of output to meet specification 			
		5.2	Identify and implement adjustments to the work pattern as required to maintain production targets			
		5.3	Explain why it is important to maintain safe, efficient and effective work patterns and work methods to meet specification within agreed time schedules			
		5.4	Prepare and provide essential information and instructions at changeover points during production			
		5.5	Prepare and maintain detailed and accurate production records in accordance with organisation's rules, codes, guidelines, standards and procedures in timescales to minimise downtime			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to perform quality checks within the manufacturing textile process	6.1	Explain why it is important to perform quality checks that can contribute to production targets			
		6.2	Inspect products against specifications			
		6.3	Identify types of faults which may occur in process and the potential effects on quality			
		6.4	Explain why it is important to segregate and mark rejects			
		6.5	Identify two potential consequences of not rectifying problems			
		6.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them			
		6.7	Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with			

Learner name: _____

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Internal verifier signature: _____

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(if sampled)

Unit 8: Carry Out Manual Textile Operations

Unit reference number: Y/602/0025

Level: 2

Credit value: 7

Guided learning hours: 50

Unit Summary

This unit is for those who carry out textile operations by hand, handle materials and components and maintain the workflow.

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to perform pre-production checks on work area prior to carrying out manual textile operations	1.1	Check and confirm that own immediate work area is free from waste and obstructions and is ready for manual textile operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures			
		1.2	Arrange the work area and equipment to ensure efficiency during manual textile operations			
		1.3	Explain why it is important to comply with organisational procedures to maintain own work area			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to perform pre-production checks on tools and equipment prior to manual textile operations	2.1	Identify equipment and/or tools that meet the requirements for the intended manual textile operations			
		2.2	Check and confirm that tools and equipment are free from waste and obstructions and that they are ready for manual textile operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures			
		2.3	Perform required safety checks on tools and equipment			
		2.4	Identify any faults and take action within limits of own responsibility			
		2.5	Identify any equipment or tools that do not conform to the specification and refer in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures.			
		2.6	Confirm that equipment and tools are appropriate and ready for use			
		2.7	Organise equipment and tools ready for work to be carried out according to instructions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to undertake pre-production checks on materials and components prior to manual textile operations	3.1	Check and confirm that the materials and components are as prescribed prior to starting manual textile operations			
		3.2	Check and confirm that materials and components are appropriate, available, and sufficient before undertaking manual textile operations			
		3.3	Identify any materials or components that do not conform to the work instructions/specification and refer in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures			
		3.4	Confirm and report completion of required preparation activities and any actions required, in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedure			
		3.5	Organise and assemble resources ready for manual textile operations to be carried out according to work instructions/specification			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to process and handle components	4.1	Describe and demonstrate how the characteristics of the materials and components to be processed impact upon the way in which they should be handled and assembled.			
		4.2	Describe and demonstrate how to process the components to meet the quality and quantity requirements, within the parameters of their own responsibility as outlined in the work pattern			
		4.3	Demonstrate how to process materials and components to achieve maximum operating efficiency			
		4.4	Explain and demonstrate how to protect the processed output from damage and contamination within parameters of own responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Maintain and ensure efficiency of work patterns during manual textile operations	5.1	<p>Monitor and maintain safety and efficiency of work patterns during manual textile operations to ensure</p> <ul style="list-style-type: none"> • timely identification of faults • minimisation of down time • minimisation of wastage • maintenance of the flow of materials and production • maintenance of productivity levels • maintenance of quality of output to meet specification 			
		5.2	Identify and implement adjustments to the work pattern as required to maintain production targets.			
		5.3	Explain why it is important to maintain safe, efficient and effective work patterns and work methods to meet specification within agreed time schedules.			
		5.4	Prepare and provide essential information and instructions at changeover points during production			
		5.5	Prepare and maintain detailed and accurate production records in accordance with organisation's rules, codes, guidelines, standards and procedures in timescales to minimise downtime			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Know how to perform quality checks within the production process	6.1	Explain why it is important to perform quality checks that can contribute to production targets			
		6.2	Inspect products against specifications			
		6.3	Identify types of faults which may occur in process and the potential effects on quality			
		6.4	Explain why it is important to segregate and mark rejects			
		6.5	Identify two potential consequences of not rectifying problems			
		6.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them			
		6.7	Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with			

Learner name: _____

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Learner signature: _____

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Assessor signature: _____

Date: _____

Internal verifier signature: _____

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(if sampled)

Unit 9: Control the Efficiency of Textile Production

Unit reference number: H/602/0027

Level: 2

Credit value: 7

Guided learning hours: 50

Unit Summary

This unit is for those involved in all forms of textile production.

The job role will include preparing for work operations, gathering resources and ensuring equipment is in good working order and monitoring the production process.

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Maintain efficient work environment during textile production processes	1.1	Ensure that own immediate work area remains free from waste and obstructions during textile operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures			
		1.2	Monitor and maintain safe and efficient arrangement of work area and equipment during work operations to ensure <ul style="list-style-type: none"> • timely identification of faults • minimisation of down time • minimisation of wastage • maintenance of productivity levels • maintenance of quality of output to meet specification 			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Maintain and ensure efficiency of machinery, tools and equipment during textile production process	2.1	Maintain cleanliness and efficiency of tools, machinery and equipment during textile operations in accordance with organisation's rules, codes, guidelines, standards and procedures to timescales that minimise downtime			
		2.2	Monitor and maintain efficiency of equipment during processing to ensure <ul style="list-style-type: none"> • timely identification of faults • minimisation of down time • minimisation of wastage • maintenance of productivity levels • maintenance of quality of output to meet specification 			
		2.3	Refer issues with machinery, tools, equipment or resource within or outside areas of own responsibility in accordance with organisation's rules, codes, guidelines, standards and procedures in timescales to minimise downtime			
		2.4	Organise tools and machinery ready for work to be carried out according to instructions			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Maintain and ensure efficiency of work patterns during textile production process	3.1	Monitor and maintain safety and efficiency of work patterns during processing to ensure <ul style="list-style-type: none"> • timely identification of faults • minimisation of down time • minimisation of wastage • maintenance of the flow of materials and production • maintenance of productivity levels • maintenance of quality of output to meet specification 			
		3.2	Identify and implement adjustments to the work pattern as required to maintain production targets			
		3.3	Explain why it is important to maintain safe, efficient and effective work patterns and work methods to meet specification within agreed time schedules			
		3.4	Prepare and provide essential information and instructions at changeover points during production			
		3.5	Prepare and maintain detailed and accurate production records in accordance with organisation's rules, codes, guidelines, standards and procedures in timescales to minimise downtime			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to perform quality checks within the production process	4.1	Explain why it is important to perform quality checks that can contribute to production targets			
		4.2	Inspect products against specifications			
		4.3	Identify types of faults which may occur in process and the potential effects on quality			
		4.4	Explain why it is important to segregate and mark rejects			
		4.5	Identify two potential consequences of not rectifying problems			
		4.6	Explain why it is important to record details of adjustments and the potential consequences of not recording them			
		4.7	Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with			

Learner name: _____

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Internal verifier signature: _____

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(if sampled)

Unit 10: Receive, Store and Organise Materials for Processing

Unit reference number: K/602/0031

Level: 2

Credit value: 7

Guided learning hours: 50

Unit Summary

This unit is for those who receive, store and issue materials such as yarn or other textile materials for processing. Learners are likely to be involved in issuing materials for the manufacturing process.

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to receive deliveries of raw textile materials/yarn or textile components	1.1	Interpret requirements of delivery documents to confirm expectations of delivery			
		1.2	Record receipt of deliveries to be used in processing/manufacture in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability.			
		1.3	Label received goods ready for storage in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			
		1.4	Notify the relevant person of any non-conformances with goods received in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.5	Identify and isolate non-compliant goods in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			
		1.6	Record and communicate details of receipt of goods in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			
2	Be able to check quality of delivered raw textile materials/yarn or textile components	2.1	Identify the key characteristics and differences between raw textile materials/yarn or textile components that are used in processing/manufacture			
		2.2	Confirm the quality and quantity of delivered goods matches those characteristics specified on the order within the parameters of own responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to maintain stores of textile materials to be used for processing	3.1	Describe and demonstrate how to handle and store – manually or using equipment - raw textile materials or textile components in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			
		3.2	Select correct location to store raw textile materials or textile components and organise goods accordingly			
		3.3	Check and confirm that storage area is clean, free from waste and obstructions and is ready to store raw textile materials or textile components in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures			
		3.4	Arrange the storage area to protect goods from damage and ensure efficiency during work operations.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.5	Explain why it is important to comply with organisational procedures to maintain own work area			
		3.6	Complete stock takes to agreed schedule and record stock levels in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability			
		3.7	Maintain stocks to ensure efficiency during work operations			
4	Be able to book out yarn and/or other raw textile materials and components	4.1	Interpret requirements of booking documents to confirm requirements are appropriate for their intended use in the processing/manufacturing process			
		4.2	Select and supply correct raw textile materials/yarn or textile components as specified on the booking within parameters of own responsibility			
		4.3	Confirm the quality and quantity of booked-out goods matches those characteristics specified on the order within the parameters of own responsibility			

Learner name: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11:	Package manufactured products
Unit reference number:	M/602/0032
Level:	2
Credit value:	7
Guided learning hours:	50

Unit Summary

This unit is for those who pack products before they are stored and dispatched; ensuring the correct packaging is used; checking that the packaged goods meet specifications; forwarding them following agreed procedures.

The job role will involve preparing to pack finished products and carrying out packing operations.

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to prepare for packaging manufactured products	1.1	Explain how to interpret and follow packaging instructions			
		1.2	Ensure that the work area is suitable and free from any hazards and obstructions			
		1.3	Identify specific hazards likely to be encountered within the packaging operations and how they can be avoided			
		1.4	Prepare equipment and tools for use according to instructions and with the organisation's rules, codes, guidelines and standards			
		1.5	Explain the checks needed to ensure the product/s for packaging is/are correct for quality and quantity			
		1.6	Identify and select the type of packaging to be used for the product/s			
		1.7	Organise work in accordance with instructions			
		1.8	Explain how to protect products from damage and contamination during packaging			
		1.9	Identify, report and refer deviations from specification in accordance with organisation's rules, codes, guidelines and standards			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to package manufactured products	2.1	Demonstrate how to interpret and follow packaging instructions on the product specification			
		2.2	Demonstrate how to operate the appropriate machinery / equipment and in accordance with organisation's rules, codes, guidelines and standards			
		2.3	Ensure that the product/s to be packed are protected from dirt and damage			
		2.4	Demonstrate how to handle product/s with care in accordance with agreed procedures			
		2.5	Demonstrate how to pack and label the product/s according to packaging instructions following agreed procedures			
		2.6	Identify and isolate imperfect products and packaging following agreed procedures			
		2.7	Confirm that the finished product/s is/are correct to specification			
		2.8	Demonstrate how to forward packaged product/s safely to the next location following approved procedures			
		2.9	Carry out cleaning of machinery / equipment for further use			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Know how to perform quality checks within the packaging process	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, explain how they are identified and how they should be dealt with			

Learner name: _____

Date: _____

Learner signature: _____

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Assessor signature: _____

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Internal verifier signature: _____

Date: _____

(if sampled)

Further information

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

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

Key publications

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

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

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

Useful publications

Related information and publications include:

- *Centre Handbook for Pearson NVQs and Competence-based Qualifications* published annually
- functional skills publications – specifications, tutor support materials and question papers
- the current Pearson publications catalogue and update catalogue.

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

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

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

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

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

The training we provide:

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

Annexe A: Quality assurance

Key principles of quality assurance

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

Quality assurance processes

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

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

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

The Pearson quality-assurance processes will involve:

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

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

Annexe B: Centre certification and registration

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

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

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

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

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

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

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

Annexe C: Assessment Principles

Principles of Assessment

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

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1 Introduction

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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 recoded 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 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 D: 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*'.

October 2017

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