Pearson Edexcel Level 3 NVQ Diploma in Manufacturing Textile Products

Specification

Competence-based qualification

For first registration December 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

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Summary of Pearson Edexcel Level 3 NVQ Diploma 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
GLH value updated to reflect the shortest route through the qualification	5
Guided learning definition updated	10
QCF references removed from unit titles and unit levels in all units	12-97

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.

Contents

Further information and useful publications   98

Professional development and training   99

Annexe A: Quality assurance   101

Annexe B: Centre certification and registration   103

Annexe C: Principles of assessment   105

Content   106

Annexe D: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title   129

Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs)/Competence-based qualifications 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/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

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 3 NVQ Diploma in Manufacturing Textile Products:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 NVQ Diploma in Manufacturing Textile Products	600/4102/X	01/12/11

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

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

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

Key features of the Pearson Edexcel Level 3 NVQ Diploma 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(s) are owned by Skillset.

What is the purpose of this qualification?

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

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that the qualification should:

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

What are the benefits of these qualifications 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, developing designs for textile products, and checking calibration of equipment.

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

- Textile manufacture operation, testing, development, finishing.

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 3 NVQ Diploma in Manufacturing Textile Products?

The Total Qualification Time (TQT) for this qualification is 370 hours.

The Guided Learning Hours (GLH) for this qualification is 220.

Learners must achieve a minimum of 37 credits, 12 credits must come from Group A. A minimum of 25 credits must come from Option Groups B and C with a minimum of 21 credits from Group B.

Unit number	Unit ref	Unit title	Credit	Level
Mandatory Unit Group A				
1	K/502/1072	Health, Safety and Security at work	3	2
2	K/502/5980	Contribute to the continuous improvement of textile manufacturing operations	9	3
Option Group B				
3	J/502/6120	Configure and prove production machinery	8	3
4	L/502/6121	Monitor and sustain equipment performance	8	3
5	R/502/6122	Service textile machinery and equipment	8	3
6	Y/502/6123	Provide technical input to bulk production	8	3
7	D/502/6124	Conduct sample analysis	8	3
8	H/502/6125	Produce prototype samples	8	3
9	K/502/6126	Conduct pre-production trials	8	3
10	M/502/6127	Contribute to product development	9	3
11	D/502/6138	Develop designs for textile products	8	3
12	K/502/6143	Develop colour recipes for initial colour samples	8	3
13	H/502/6142	Prove colour recipes for bulk production	8	3

Unit number	Unit ref	Unit title	Credit	Level
14	A/502/6146	Develop finishing processes and produce samples	8	3
15	L/502/6152	Prove finishing routines for bulk production	8	3
16	D/502/6155	Control textile testing procedures	8	3
17	F/502/6164	Check calibration of equipment	8	3
18	H/600/9609	Ensure compliance with legal, regulatory, ethical and social requirements	5	4
19	Y/600/9669	Plan, allocate and monitor work of a team	5	3
Option Group C				
20	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	6	5
21	T/600/9601	Provide leadership and direction for own area of responsibility	5	4
22	K/600/9661	Develop working relationships with colleagues and stakeholders	4	4

How is the qualification graded and assessed?

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

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Principles of assessment

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

- criteria for defining realistic working environments

- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers

- quality control of assessment

- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence is:

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

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

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

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

The abbreviations may be used for cross-referencing purposes.

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

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

Centre recognition and approval

Centre recognition

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

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

Approvals agreement

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

Quality assurance

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

What resources are required?

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

Unit format

Each unit in this specification contains the following sections.

Unit title:

> This is the formal title of the unit that will appear on the 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 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)			
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:   Contribute to the continuous improvement of textile manufacturing operations

Unit reference number: K/502/5980

Level: 3

Credit value: 9

Guided learning hours: 55

Unit Summary

This unit is for those who identify ways in which to improve work activities; contribute to overcoming operational problems; be responsible for taking corrective action themselves; making recommendations for changes and improvements to work activities and processes.

The job role will involve

- identifying opportunities for improving operations

- making recommendations to resolve them

Assessment requirements/evidence requirements

Assessment must be in the workplace.

Assessment methodology

This unit is assessed in 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 deal with operational problems	1.1	Identify common problems and their causes which may occur with work operations			
		1.2	Report problems in operations to appropriate people in line with organisational procedures, suggesting possible solutions			
		1.3	Take appropriate corrective action within limits of their own authority to resolve common problems			
2	Be able to make a contribution to activities to improve operations	2.1	Identify potential improvements to the efficiency of operations			
		2.2	Make recommendations for improvements to operations to appropriate people in accordance with organisational procedures to include: • reasons for recommendations • resources needed to implement them • possible implementation plans			
		2.3	Contribute to the implementation of an improvement plan			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 3: Configure and prove production machinery

Unit reference number: J/502/6120

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those technicians who plan and set up machine configurations to meet production requirements; ensure the manufactured output matches specification requirements; provide all relevant information prior to the start of production.

The job role will involve

- planning and setting up machine configurations
- preparing machine for production

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

This unit is assessed in 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 set up and plan machine configurations	1.1	Set up machinery to meet production requirements in accordance with approved procedures			
		1.2	Assess downtime and set-up time accurately so that it fits into the production schedule			
		1.3	Obtain all relevant data and resources to prove machinery			
		1.4	Clean and maintain plant during set up			
		1.5	Ensure that the initial machine settings conform to the production specification			
		1.6	Carry out checks to ensure the machine configuration is safe			
2	Be able to prepare machinery for production	2.1	Conduct trial runs of machinery to check that the settings achieve the required production rate			
		2.2	Check processed product against specification to ensure conformity			
		2.3	Make adjustments to machine settings to meet quality requirements as necessary			
		2.4	Under normal production conditions, check that the machinery is running to meet			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
		specification requirements and ensure conformity by taking samples and inspecting them against specification			
	2.5	Obtain authority to proceed with production in accordance with organisational procedures			
	2.6	Log and store all relevant finalised information following approved organisational procedures			
	2.7	Provide relevant information and instructions to appropriate people to permit production to begin in accordance with organisational procedures			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 4: Monitor and sustain equipment performance

Unit reference number:	L/502/6121
Level:	3
Credit value:	8
Guided learning hours:	50

Unit Summary

This unit is designed for those who are responsible for planning and setting up machine configurations to meet production requirements.

The job role will involve

- monitoring production
- contributing to quality control requirements

diagnosing and faults in textile production

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to monitor textile production	1.1	Monitor production to identify any irregularities in processing operations			
		1.2	Make necessary adjustments following agreed procedures to minimise disruption to production			
		1.3	Ensure any adjustments are within process control limits and within the limits of their own authority			
		1.4	Receive and process all relevant information promptly			
		1.5	Use organisational recording and reporting systems			
2	Be able to contribute to textile production quality control requirements	2.1	Interpret quality requirements and ensure adjustments are made to meet these in terms of quality and quantity			
		2.2	Make recommendations on how to return process to requirements informing appropriate people			
		2.3	Check that quality standards are maintained during production			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Deal with defective products following agreed procedures			
		2.5	Report any problems in the production process and in the quality of the product to appropriate people			
3	Be able to diagnose and rectify faults in textile production	3.1	Analyse faults and their causes using standard fault finding procedures			
		3.2	Rectify faults and resolve problems within limits of own authority, with minimum disruption to production, following agreed procedures			
		3.3	Report faults that are outside their area of responsibility to the appropriate person			
		3.4	Making recommendations to prevent repetition of problems			
		3.5	Return machinery and equipment to full production after rectifying faults ensuring that all appropriate people are informed			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 5: Service textile machinery and equipment

Unit reference number:	R/502/6122
Level:	3
Credit value:	8
Guided learning hours:	50

Unit Summary

This unit is for those who plan and set up servicing procedures for textile machinery, including the dismantling, replacing and reassembling of component parts; prove and test machinery after servicing; declare fit to return to production.

The job role will involve

- planning and preparing for servicing of machinery and equipment
- dismantling, replacing and assembling components and component parts
- testing the running of the machine and parts

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

This unit is assessed in 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 plan and prepare for servicing of machinery and equipment	1.1	Assemble necessary tools, equipment, components and component parts			
		1.2	Check that all replacement parts meet specification			
		1.3	Agree appropriate action with the appropriate people when specified replacements are not available in accordance with organisational procedures			
		1.4	Interpret and apply information correctly using relevant machine manuals and drawings			
		1.5	Secure and isolate area where equipment is to be serviced			
2	Be able to carry out servicing operations	2.1	Identify problems using logical fault finding methods			
		2.2	Identify and examine relevant equipment, components and component parts			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	Select appropriate tools, and using cost-effective methods to repair equipment, replace parts and reassemble equipment			
	2.4	Dismantle, replace and re-assemble equipment and components parts according to manufacturer's instructions to meet specification and to cause minimum disruption to production			
	2.5	Carry out test runs after servicing or replacement of parts			
	2.6	Return the machine to production procedures ensuring that all appropriate people are informed in accordance with organisational procedures			
	2.7	Monitor new components and component parts over an agreed period and record results			
	2.8	Complete and store all relevant finalised information in accordance with organisational procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 6: Provide technical input to bulk production

Unit reference number: Y/502/6123

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who provide technical information and support during the production process; contribute to identifying effective working procedures; recommend ways to improve the process; produce specifications for bulk production to ensure quality requirements are met.

The job role will involve

- contributing to the implementation and control of bulk production
- identifying and rectifying problems in bulk production

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to the implementation and control of bulk production	1.1	Contribute to planning and controlling cost effective bulk production			
		1.2	Contribute to the selection of appropriate working methods and procedures to meet quality and quantity requirements			
		1.3	Identifying the resources needed to meet production requirements and informing the appropriate people of them			
		1.4	Contribute to the development of appropriate support systems			
		1.5	Identify when adjustments to procedures are needed and take appropriate action within the limits of own responsibility			
		1.6	Complete, maintain and store all relevant records in accordance with organisational procedures			
2	Be able to identify and rectify problems in bulk production	2.1	Monitor the bulk production process and identifying problems			
		2.2	Identify the nature of faults and defects and their likely causes			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	2.3	Make adjustments to processes and materials to rectify faults and defects			
	2.4	Monitor output against specification to ensure conformity			
	2.5	Alter instructions and specifications following adjustments			
	2.6	Revise quality requirements as required			
	2.7	Record information ensuring that all appropriate people are informed in accordance with organisational procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 7:   Conduct sample analysis

Unit reference number: D/502/6124

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who analyse samples and evaluate the production implications of producing the same or similar products; the identification of materials and components; recommendation of appropriate machinery and equipment to re-produce the sample product; evaluation of the sample when it has been produced.

The job role will involve

- carrying out sample analysis
- contributing to sample production
- evaluating the prototype sample

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

This unit is assessed in 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 carry out sample analysis	1.1	Prepare the sample for analysis, checking that the required equipment is available			
		1.2	Analyse the sample to determine its structure following agreed procedures			
		1.3	Determine what the sample is made of			
		1.4	Record results of analysis in accordance with organisational procedures			
		1.5	Evaluate the sample against production capabilities considering • Resource requirements • Components of a product specification • Technical aspects of product development • Impact of customer requirements on production • Compatibility of machine and product			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		1.6	Present your recommendations to the appropriate people and contribute to the decision making process			
2	Be able to contribute to sample production	2.1	Produce a sample prototype specification			
		2.2	Make recommendations for the most cost-effective methods of sample production to the appropriate people			
		2.3	Check that machinery is set up in accordance with requirements and that the correct materials and components are available for sample production			
		2.4	Ensure that samples are produced following approved procedures within agreed timescales			
		2.5	Make recommendations to overcome problems in sample production			
3	Be able to evaluate the prototype sample	3.1	Check that the sample meets specification requirements			
		3.2	Make recommendations for modifications to sample specifications and samples to meet requirements			
		3.3	Contribute to procedures to approve the sample product with appropriate people			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.4	Complete and store records in accordance with organisational procedures			
	3.5	Ensure that the sample product and relevant information are available to the appropriate people and are stored in accordance with organisational procedures			
	3.6	Make recommendations to appropriate people about the most cost-effective methods of bulk production for the new product			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 8: Produce prototype samples

Unit reference number: H/502/6125

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who are responsible for the production of samples; involved in the process of interpreting specifications; selecting appropriate production methods; setting up machinery and equipment for the production of samples; making adjustments to ensure requirements are met; maintaining accurate records and prototype samples safely according to agreed procedures.

The job role will involve

- contributing to the production of prototype samples
- finalising the sample making process

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to the production of prototype samples	1.1	Interpret instructions and sample specifications accurately			
		1.2	Evaluate and select the most efficient way of producing samples to meet requirements			
		1.3	Prepare to produce samples by: • setting up and configuring machinery to produce samples • ensuring the materials and components for sample production are available and meet requirements • informing the appropriate people about the sample making process			
		1.4	Produce samples within the required timescales which meet specification			
		1.5	Check and evaluate samples against specification and adjust machinery to meet requirements			
		1.6	Identify problems in production, materials and components and rectify these			
		1.7	Complete and store records in accordance			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			with organisational procedures			
2	Be able to finalise the sample making process	2.1	Confirm that the prototype sample meets requirements and is correct to specification in accordance with organisational procedures			
		2.2	Label finalised sample and store in accordance with organisational procedures			
		2.3	Inform relevant people of any special requirements and problems which occurred during sample production			
		2.4	Record any amendments to the prototype sample specification in accordance with organisational procedures			
		2.5	Contribute to the finalisation of the prototype sample specification			
		2.6	Make recommendations to relevant people about the most effective and cost-effective methods of bulk production for the product			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 9:   Conduct pre-production trials

Unit reference number: K/502/6126

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who are involved in the process of carrying out trials; monitoring the critical path of trial production prior to bulk production; check the outcomes of trial production against specifications; select materials and components; make recommendations as to which machinery and equipment should be used to produce the new product; assess against specification; amend until all requirements have been met and a final specification is produced.

The job role will involve

- contributing to the pre-production process

- evaluating the results of trials

- providing information for bulk production

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to contribute to the pre-production process	1.1	Contribute to the planning and scheduling of pre-production trials with the appropriate people			
		1.2	Contribute to producing a critical path of activities at each stage of the pilot			
		1.3	Provide accurate information, complete specifications and relevant samples to the appropriate people in accordance with organisational procedures			
		1.4	Ensure that authority has been given for pre-production trials and is communicated to the relevant people			
		1.5	Monitor the progress of products during the piloting process			
		1.6	Co-ordinate and record results from the piloting process in accordance with organisational procedures			
2	Be able to evaluate the results of trials	2.1	Check that products made in pre-production trials meet specification			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.2	Make sure that all stages of the piloting process have been completed and recorded accurately			
		2.3	Evaluate the outcomes of pre-production trials			
		2.4	Identify problems and recommend solutions to appropriate people to take corrective action			
		2.5	Provide information and trial results to appropriate people			
		2.6	Contribute to the modification of specifications and products to meet requirements			
		2.7	Check trial results and products after pre-production methods have been amended			
		2.8	Check the amended product and record final pre-production results			
3	Be able to provide information for bulk production	3.1	Contribute to drawing up the final product specification			
		3.2	Recommend methods of establishing efficient and cost-effective methods of bulk production and contribute to establishing bulk production methods			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	3.3	Provide accurate technical information and recommendations to meet production requirements			
	3.4	Confirm production requirements and materials usage as a contribution to the costing process			
	3.5	Recommend ways of improving production efficiency to appropriate people			
	3.6	Ensure samples and trial products are approved and authority given for bulk production to commence			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 10: Contribute to product development

Unit reference number: M/502/6127

Level: 3

Credit value: 9

Guided learning hours: 57

Unit Summary

This unit is for those who are involved in the development process for new or adapted products including: research for relevant information about trends and products; contributing to the creation of product briefs and prototype product specifications; selecting materials and components; making recommendations as to which machinery and equipment should be used to produce the new product; assessing the product against specification; amend until all requirements have been met; produce a final specification.

The job role will involve

- carrying out preliminary product development activities
- contributing to the production of a prototype product
- contributing to finalising the

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

This unit is assessed in 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 carry out preliminary product development activities	1.1	Conduct market research into appropriate types of product			
		1.2	Evaluate the results of the research relevant to the proposed product			
		1.3	Collate relevant information and contribute to the development of a product brief			
		1.4	Make recommendations to appropriate people and seek approval to proceed to develop the product			
2	Be able to contribute to the production of a prototype product	2.1	Contribute to developing a prototype product specification by • recommending machinery and equipment to be used in prototype production • selecting materials and components to be used to produce the prototype			
		2.2	Contribute to the production of the prototype product			
		2.3	Take corrective action to resolve problems which occur during prototype production within the limits of their responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Assess the prototype against the specification			
		2.5	Contribute to testing the prototype product and evaluate test results			
		2.6	Make amendments to the prototype to achieve the required result			
		2.7	Record and store any amendments to the specification in accordance with organisational procedures			
3	Be able to contribute to finalising the product	3.1	Analyse the production process for problems and make recommendations to overcome them			
		3.2	Contribute to the review of the product with appropriate people and present the results of processing and testing			
		3.3	Ensure quality issues are identified and recommend corrective action			
		3.4	Ensure product meets costing and commercial requirements			
		3.5	Within the limits of your responsibility make recommendations for sourcing components and materials machinery and equipment to be used in pre-production trials			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.6	Seek final approval of the product from the appropriate people in accordance with organisational procedures			
4	Be able to test the product	4.1	Contribute to testing the new product			
		4.2	Check the product against specification to make sure it meets requirements			
		4.3	Make sure any adjustments to processing are carried out to meet requirements and are recorded accurately			
		4.4	Contribute to the development of a final product specification			
		4.5	Ensure all sample products are correctly identified and records are completed and stored in accordance with organisational procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 11: Develop designs for textile products

Unit reference number: D/502/6138

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who develop designs for textile products from initial conception to final sample; interpret the customer's requirements; work to a design brief; produce a visual interpretation of the design and adapt this to meet customer requirements until approval is given; agree cost effective methods of producing the first sample; produce accurate information, samples and specifications as required.

The job role will involve

- identifying customer requirements
- developing the design sample
- finalising the design

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to identify customer requirements	1.1	Identify customer requirements and assess how they can be met			
		1.2	Conduct research and gather relevant information to enable customer requirements to be met			
		1.3	Interpret and incorporate customer requirements into the initial design and select an appropriate method to visually present it			
		1.4	Produce a visual interpretation of the design for presentation to the customer and obtain customer approval to proceed with development			
		1.5	Gather and collate relevant information for design development from appropriate people			
		1.6	Record customer requirements in accordance with organisational procedures			
2	Be able to develop a design sample	2.1	Identify and select appropriate materials and components to meet requirements			
		2.2	Provide information on sources of supply materials and components to the appropriate people in line with organisational procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.3	Develop designs which take into account customer cost constraints			
		2.4	Provide accurate information and prototype design specification for sample production			
		2.5	Ensure materials and components to be used in sample development are available			
		2.6	Monitor the development of samples and modify design specifications to meet requirements			
		2.7	Ensure the sample meets the specification requirements and approve it			
		2.8	Identify the approved sample and store in accordance with organisational procedures			
		2.9	Complete records and store in accordance with organisational procedures			
3	Be able to finalise a design	3.1	Contribute to customer approval procedures and inform relevant people when the design is approved in accordance with organisational procedures			
		3.2	Ensure samples are tested to ensure that they meet customer requirements			

Learning outcomes			Assessment criteria	Evidence type	Portfolio reference	Date
		3.3	Make sure that approved samples and final specifications are complete, are accurately identified and are available to the appropriate people in accordance with organisational procedures			
		3.4	Make sure that customer sampling requirements are met within agreed timescales			
		3.5	Complete and safely store specifications and sample products in accordance with organisational procedures			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 12: Develop colour recipes for initial colour samples

Unit reference number: K/502/6143

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who develop colour recipes and samples; assess customer requirements; use colour matching procedures; select suitable colorants for the substrates and establish colour fastness; formulate a trial recipe; produce the first sample; seek customer approval; maintain accurate records of the process.

The job role will involve

- making colour assessments

- formulating a trial recipe

- producing initial colour sample

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

This unit is assessed in 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 make colour assessments	1.1	Assess requirements against production facilities			
		1.2	Match colours against customer standards using appropriate colour methods			
		1.3	Establish colour fastness and consistency in different types of light			
		1.4	Collect colour data and evaluate it to make the colour assessment			
		1.5	Keep colour evaluation data safe in an appropriate format in accordance with organisational procedures			
2	Be able to formulate a trial colour recipe	2.1	Assess relevant technical information to formulate colour recipe			
		2.2	Make adjustments as necessary to achieve customer requirements			
		2.3	Select colorants and auxiliary materials which are suitable for the substrate and end use of the product			
		2.4	Formulate the colour recipe			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	Assess shade requirements and substrate characteristics accurately to identify production requirements			
3	Be able to produce an initial colour sample	3.1	Select coloration equipment and a sample production cycle which are compatible with bulk production methods			
		3.2	Confirm that the nature and condition of substrate are suitable for processing			
		3.3	Produce accurate and complete coloration instructions and supply them to the appropriate people			
		3.4	Assess the sample produced against the required standard using relevant colour matching methods			
		3.5	Make adjustments as necessary to achieve the required shade			
		3.6	Seek customer approval as appropriate			
		3.7	Complete records to enable final recipe to be formulated in accordance with organisational procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 13: Prove colour recipes for bulk production

Unit reference number: H/502/6142

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who prove the recipe ready for bulk production. It involves selecting suitable dyestuffs and auxiliaries; scaling up quantities accurately; making adjustments to the formulation; establishing quality requirements; contributing to production specifications; producing the pre-bulk colour sample.

The job role will involve

- producing a pre-bulk colour sample
- testing the formulation against customer requirements
- contributing to a production specification

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to produce a pre-bulk colour sample	1.1	Make an accurate assessment of the machine processing capabilities and select an appropriate method			
		1.2	Check that the substrate is suitable for processing and take remedial action if problems occur			
		1.3	Select dyestuffs and auxiliary materials which are compatible with the process to be used			
		1.4	Scale up the quantities of materials accurately in the specified proportions			
		1.5	Assess the sample against customer specifications and make the necessary adjustments to achieve shade			
		1.6	Complete instructions for production accurately and supply them to the appropriate people			
2	Be able to test the formulation against customer requirements	2.1	Assess test methods and select relevant ones to confirm the formulation and report any problems to appropriate people			
		2.2	Confirm that tests are carried out and ensure that bulk production conditions meet			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
			specification			
		2.3	Make necessary adjustments to the formulation to meet the specification			
		2.4	Feedback results to customer and obtain customer approval within the required timescale			
		2.5	Complete formulation records in accordance with organisational procedures			
3	Be able to contribute to the product specification	3.1	Compile production specification from collated information			
		3.2	Incorporate standing operating procedures into the specification			
		3.3	Compile instructions which incorporate all relevant information			
		3.4	Incorporate relevant quality assurance procedures into the production specification in accordance with organisational procedures			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 14: Develop finishing processes and produce samples

Unit reference number:	A/502/6146
Level:	3
Credit value:	8
Guided learning hours:	50

Unit Summary

This unit is for those who develop finishing processes and produce samples; select appropriate finishing methods to produce the required effect and to this end assess the substrate; identify finishing processes which are suitable for the substrate and required end uses; select the appropriate equipment and testing methods to ensure requirements are met.

The job role will involve

- formulating trial routines for finishing processes
- Producing and assessing finish samples

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

This unit is assessed in 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 formulate trial routines for finishing process	1.1	Assess requirements against production facilities			
		1.2	Assess relevant technical information to formulate production process			
		1.3	Select suitable finishing processes for the substrate and end uses			
		1.4	Check that the substrate is suitable for processing and report any problems to the appropriate people			
		1.5	Identify the most appropriate production processes to achieve customer requirements			
2	Produce and assess finish samples	2.1	Select finishing equipment and sample production cycle which is compatible with bulk production methods			
		2.2	Confirm that the nature and condition of the substrate are suitable for processing			
		2.3	Complete finishing instructions accurately and supply them to the appropriate people			
		2.4	Assess the sample produced against the required standard			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	Make adjustments as necessary to achieve requirements			
		2.6	Seek customer approval as appropriate			
		2.7	Complete and store records in accordance with organisational procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

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Unit 15: Prove finishing routines for bulk production

Unit reference number: L/502/6152

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who work with processes involved in producing a finish sample prior to bulk production in order to determine the most appropriate processing methods to meet requirements; making adjustments to formulations and establishing quality requirements; testing procedures; seeking customer approval; contributing to the creation of the production specification.

The job role will involve:

- producing a pre-production finish sample
- testing processing methods against customer requirements
- contributing to the production specification

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to produce a pre-production finish sample	1.1	Make an accurate assessment of the machine processing capabilities and select an appropriate method			
		1.2	Check that the substrate is suitable for processing and take remedial action if problems occur			
		1.3	Select finishing methods to meet requirements			
		1.4	Assess the sample against customer specifications and make the necessary adjustments to achieve shade			
		1.5	Complete instructions for production accurately and supply them to the appropriate people in accordance with organisational procedures			
2	Be able to test processing methods against customer requirements	2.1	Select relevant test methods to ensure the sample meets requirements			
		2.2	Ensure tests are carried out and confirm that bulk production conditions meet specification			
		2.3	Make necessary adjustments to the formulation to meet the specification			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.4	Feedback results to customer and obtain customer approval within the required timescale			
		2.5	Complete formulation records in accordance with organisational procedures			
3	Be able to contribute to the production specification	3.1	Contribute to the development of the production from collated information			
		3.2	Incorporate relevant standard operating procedures into the specification			
		3.3	Compile instructions which incorporate all relevant information			
		3.4	Incorporate relevant quality assurance procedures into the production specification in accordance with organisational procedures			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 16: Control textile testing procedures

Unit reference number: D/502/6155

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who plan and monitor testing procedures; evaluate and present results and validate data; select and monitor testing routines; ensure that results are valid before presenting results; report abnormal occurrences; ensure that environmental, health and safety requirements are met; make recommendations to customers.

The job role will involve

- planning textile testing procedures

- monitoring textile testing procedures

- validating and presenting results

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

This unit is assessed in 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 plan textile testing procedures	1.1	Plan and prioritise testing routines to be carried out within agreed timescales based on received instructions and samples for testing from customers			
		1.2	Plan to ensure environmental, health and safety requirements are met			
		1.3	Identify hazards and assess risk			
2	Be able to monitor textile testing procedures	2.1	Ensure textile testing procedures are followed accurately to meet customer requirements			
		2.2	Identify and organise additional testing as required			
		2.3	Evaluate the results of additional testing			
		2.4	Ensure that equipment is within calibration and maintain calibration records			
		2.5	Ensure waste disposal methods are in accordance with organisational procedures			
		2.6	Recommend adjustments to testing routines to meet requirements			
		2.7	Investigate problems in testing and recommend corrective action as required			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to validate and present results	3.1	Ensure the results of testing are valid and reliable			
		3.2	Ensure data is checked against required outcomes			
		3.3	Identify and resolve deviations following agreed procedures			
		3.4	Apply approved tolerances using approved interpretive techniques as required			
		3.5	Ensure valid conclusions are drawn from processed data in accordance with organisational procedures			
		3.6	Complete and present results and reports in the required format to appropriate people within agreed timescales in accordance with organisational procedures			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 17: Check calibration of equipment

Unit reference number: F/502/6164

Level: 3

Credit value: 8

Guided learning hours: 50

Unit Summary

This unit is for those who carry out routine calibrations at prescribed intervals in order to keep equipment in calibration; record the results.

The job role will involve

- performing calibration

- reporting on, and recording, calibration

Assessment requirements/evidence requirements

This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Assessment must be in the workplace.

Assessment methodology

This unit is assessed in 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 calibration on textile production equipment	1.1	Carry out calibration using appropriate equipment at specified intervals according to standard operating procedures			
		1.2	Interpret calibration results and decide if equipment remains serviceable			
		1.3	Inform relevant personnel if calibration reveals results that are not within specified operational limits			
		1.4	Identify the factors affecting the performance of calibrated equipment and minimise any adverse effects			
		1.5	Take appropriate action in the event of an abnormal occurrence or malfunction to minimise hazards, loss of materials or data and report the occurrence			
		1.6	Comply with safety, health and environmental requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Report on and record calibration on textile production equipment	2.1	Label equipment clearly and accurately to indicate status			
		2.2	Clean, store and dispose of calibration equipment and materials according to standard operating procedures			
		2.3	Update calibration records accurately and legibly in accordance with organisational procedures			
		2.4	Identify equipment which cannot be calibrated to standard operating specifications and label them appropriately			
		2.5	Take appropriate action to inform others of equipment which cannot be calibrated			
		2.6	Comply with safety, health and environmental requirements			
		2.7	Investigate problems in testing and recommend corrective action as required			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 18: Ensure compliance with legal, regulatory, ethical and social requirements

Unit reference number:	H/600/9609
Level:	4
Credit value:	5
Guided learning hours:	25

Unit Summary

This unit is for those who monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements. They will also be able to identify and make recommendations on areas of non-compliance

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 monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.	1.1	Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements.			
2	Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility.	2.1	Identify areas of non-compliance with legal, regulatory, ethical and social procedures.			
		2.2	Examine reasons for non-compliance with procedures			
		2.3	Make recommendations for corrections to ensure compliance with procedures.			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 19: Plan, allocate and monitor work of a team

Unit reference number: Y/600/9669

Level: 3

Credit value: 5

Guided learning hours: 25

Unit Summary

This unit is for those who plan, allocate and manage work for a team. They will also be able to monitor and evaluate the performance of team members and improve the performance of a team.

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 plan work for a team.	1.1	Agree team objectives with own manager.			
		1.2	Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team.			
2	Be able to allocate work across a team.	2.1	Discuss team plans with a team.			
		2.2	Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.			
		2.3	Agree standard of work required by team.			
3	Be able to manage team members to achieve team objectives.	3.1	Support all team members in order to achieve team objectives.			
4	Be able to monitor and evaluate the performance of team members.	4.1	Assess team members' work against agreed standards and objectives.			
		4.2	Identify and monitor conflict within a team.			
		4.3	Identify causes for team members not meeting team objectives.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to improve the performance of a team.	5.1	Identify ways of improving team performance.			
		5.2	Provide constructive feedback to team members to improve their performance.			
		5.3	Implement identified ways of improving team performance.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 20: Develop and evaluate operational plans for own area of responsibility

Unit reference number:	Y/600/9588
Level:	5
Credit value:	6
Guided learning hours:	25

Unit Summary

This unit is for those who align objectives of their own area of responsibility with those of their own organisation. They will be able to implement, monitor and evaluate operational plans in their own area of responsibility.

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 align objectives of own area of responsibility with those of own organisation.	1.1	Identify operational objectives within own area of responsibility.			
		1.2	Analyse objectives of own area of responsibility in relation to those of own organisation.			
2	Be able to implement operational plans in own area of responsibility.	2.1	Assess risks associated with operational plans and include contingency arrangements.			
		2.2	Identify support from relevant stakeholders.			
		2.3	Implement operational plan within own area of responsibility.			
3	Be able to monitor and evaluate operational plans in own area of responsibility..	3.1	Monitor procedures within the operational plan.			
		3.2	Evaluate operational plans and implement any necessary actions.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Unit 21: Provide leadership and direction for own area of responsibility

Unit reference number:	T/600/9601
Level:	4
Credit value:	5
Guided learning hours:	30

Unit Summary

This unit is for those who lead and set objectives in their own area of responsibility. They will be able to communicate the direction for their own area of responsibility and collect feedback to inform improvement and assess their own leadership performance.

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 lead in own area of responsibility.	1.1	Identify own strengths and ability to lead in a leadership role.			
		1.2	Evaluate strengths within own area of responsibility.			
2	Be able to provide direction and set objectives in own area of responsibility.	2.1	Outline direction for own area of responsibility.			
		2.2	Implement objectives with colleagues that align with those of the organisation.			
3	Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.	3.1	Communicate the agreed direction to individuals within own area of responsibility.			
		3.2	Collect feedback to inform improvement.			
4	Be able to assess own leadership performance.	4.1	Assess feedback on own leadership performance.			
		4.2	Evaluate own leadership performance.			

Learner name: _____   Date:_____

Learner signature: _____   Date:_____

Assessor signature: _____   Date:_____

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

Unit 22: Develop working relationships with colleagues and stakeholders

Unit reference number:	K/600/9661
Level:	4
Credit value:	4
Guided learning hours:	20

Unit Summary

This unit is for those who need to know how to identify stakeholders and their relevance to an organisation. They will understand how to establish working relationships with colleagues and stakeholders and be able to create an environment of trust and mutual respect with them.

Assessment requirements/evidence requirements

Assessment should take place in the workplace whenever possible

Assessment methodology

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

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know how to identify stakeholders and their relevance to an organisation.	1.1	Identify an organisation's stakeholders.			
		1.2	Evaluate the roles, responsibilities, interests and concerns of stakeholders.			
		1.3	Assess the importance of identified stakeholders.			
2	Understand how to establish working relationships with colleagues and stakeholders.	2.1	Clarify how to agree a common sense of purpose with colleagues and stakeholders.			
		2.2	Summarise how to create an environment of trust and mutual respect with colleagues and stakeholders.			
3	Be able to create an environment of trust and mutual respect with colleagues and stakeholders.	3.1	Review and revise the needs and motivations of colleagues and stakeholders.			
		3.2	Demonstrate interaction with colleagues and stakeholders that allows respect for the views and actions of others.			

Learner name: _____ Date:_____

Learner signature: _____ Date:_____

Assessor signature: _____ Date:_____

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

Further information and useful publications

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

● Edexcel, BTEC and Pearson Work Based Learning contact details:
qualifications.pearson.com/en/support/contact-us.html

● books, software and online resources for UK schools and colleges:
www.pearsonschoolsandfecolleges.co.uk

Key publications

● *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

● *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

● *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

● *Equality Policy* (Pearson)

● *Recognition of Prior Learning Policy and Process* (Pearson)

● *UK Information Manual* (Pearson)

● *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

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

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

How to obtain National Occupational Standards

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

Professional development and training

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

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

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from 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 and Special Considerations for BTEC and Pearson Edexcel NVQ Qualifications* for further details. qualifications.pearson.com.

Annexe C: Principles of assessment

Principles of Assessment

For use with the Creative Media

Vocational Qualifications within UK Qualification and Credit Frameworks

Content

1. Introduction

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

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

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

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

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

2. Assessment Principles

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

- Regulatory arrangements for the Qualifications and Credit Framework (Ofqual 08/3726)[1];

- SQA Accreditation Regulations and Criteria[2]

- DCELLS regulation of qualifications[3]

- CCEA regulation of qualifications[4]

- Information designed to support the implementation of the QCF regulatory arrangements[5].

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[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

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

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

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

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

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

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

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

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

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

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

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

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

2.1 Expert Witness

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

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

2.2 Simulation

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

- performing a task that could be deemed to pose risks to the learner or others (eg 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 (eg the use of prosthetics in make-up).

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

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[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*

Supplementary Evidence/ Witness Testimony

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

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

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

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

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

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

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

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

3. Quality assurance

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

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

Role of the Assessor

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

Where the Expert Witness concept is utilised the Assessor must:

Request the company nomination of an appropriate person in line with Expert Witness criteria;

Ensure the Expert Witness has the required competence and knowledge;

Brief and support the Expert Witness as appropriate;

Ensure the Expert Witness understands the differences in the roles of assessment and training;

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

Occupational competence of Assessor

Skillset recommend that Assessors:

Provide current evidence of competence and understanding in the areas to be assessed to the satisfaction of the External quality assurance staff (External Verifier). This may be achieved through experience or continual professional development;

Hold or be working towards achievement of the relevant Assessor qualifications highlighted by the qualifications regulatory authorities and set out in national requirements and guidance;

Demonstrate commitment to be working towards the relevant assessment standards within the Learning and Development National Occupational Standards (2010). This can be achieved through the attainment of an appropriate qualification based on the Standards (this is mandatory for SQA accredited qualifications), or through other externally or internally verified training and assessment;

Have a full understanding of the units and requirements of the qualification being assessed.

Desirable:

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

Exceptions:

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

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

Role of Expert Witness
The role of the Expert Witness (EW) is to work in partnership with the Assessor, providing technical expertise and working knowledge which will enable the Assessor to make an informed decision with regard to the learner's competence and achievement of the units being undertaken. The EW must be fully briefed by the Assessor or internal quality assurance staff (Internal Verifier) on his/her role in the assessment process, the units to be assessed and the differences between assessment and training. Note: The Assessor will have overall and ultimate responsibility for the assessment of evidence provided and the final assessment decision.
Occupational Competence of Expert Witnesses
Skillset recommends that Expert Witnesses have: Practical experience in the skills being assessed; Competence in the skills area to be assessed; Possess a working knowledge of the units being assessed.   Desirable: Hold or be working towards an appropriate unit of competence in the assessment of workplace performance.   **Please Note:** The above information is basic principles and guidance only - requirements may vary across AO/ABs and qualifications.

Role of the internal quality assurance staff (Internal Verifier)
Internal Verifiers (IVs) are appointed by approved centres to ensure consistency and quality of assessment. The IV monitors assessment activities and provides guidance, feedback and support to Assessors.
Occupational Competence of internal quality assurance staff (Internal Verifier)
Skillset recommend that Internal quality assurance staff : Demonstrate sufficient and current understanding of the units/qualifications to be internally verified; Hold or be working towards achievement of the relevant internal quality assurance qualifications approved by the qualifications regulatory authorities and set out in national requirements and guidance; Know where and how to access specialist advice when additional technical

knowledge relating to the unit/ qualification is being assessed;

Demonstrate commitment to be working towards the assessment standards within the Learning and Development National Occupational Standards (2010). This can be achieved through the attainment of an appropriate qualification based on the Standards (this is mandatory for SQA accredited qualifications), or through other externally or internally verified training and assessment.

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

Role of the external quality assurance staff (External Verifier)

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

Occupational competence of external quality assurance staff (External Verifier)

Skillset recommend that external quality assurance staff have:
- No connection with the assessment centres in order to maintain objectivity;
- Fully understand the AO/AB quality assurance;
- Demonstrate occupational knowledge appropriate to the sector in which they are externally verifying;
- Demonstrate sufficient and current understanding of the qualification to be externally verified;

Hold or be working towards achievement of the relevant external verifiers qualifications approved by the qualifications regulatory authorities and set out in national requirements and qualification guidance;

Hold or be working towards achievement of the relevant external quality assurance qualifications highlighted by the qualifications regulatory authorities and set out in national requirements and guidance;

Demonstrate commitment to be working towards the assessment standards within the Learning and Development National Occupational Standards (2010). This can be achieved through the attainment of an appropriate qualification based on the Standards (this is mandatory for SQA accredited qualifications), or through other externally or internally verified training and assessment;

Know where and how to access specialist advice when additional technical knowledge relating to the unit/ qualification is being assessed.

Exceptions:

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

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

3.1 External Monitoring and Risk Assessment

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

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

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

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

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

performing health and safety operations where there could be major disruption to the work process or where events rarely occur;

activities which would be very costly to perform in terms of time, materials and equipment;

performing specific activities which would be considered non-routine under commercial working practices e.g. the use of prosthetics in make-up).

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

RWEs and simulations must be designed to match the physical characteristics of an operational environment and must impose pressures which are consistent with workplace expectations, it is essential to provide an environment which allows the leaner 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 were possible;

- Provide interaction with colleagues and contacts using the communication media that would be expected at work (if relevant);

- Ensure that 'dummy' materials take the same form as the real thing e.g. using water to mimic liquid spillage; using sand to mimic powder spillage;

- If in naturally occurring circumstances, the environment would affect the learner's actions and decision-making (e.g. in camera, lighting, sound roles), the RWE should replicate the situation in which the required action/outcome would occur;

- If in naturally occurring circumstances, the environment would affect the learner's actions and decision-making (e.g. production, makeup and hair roles), the other people with which the learner is required to interact should behave 'in character' for the role they are playing within the simulation.

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

Manufacture Textiles Products

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

- **TEX2 - Make the Warp**

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

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Footwear & Leathergoods

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

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

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

CAD CAM Pattern and Grading Technologist (Computer + Manual) – where a combination of manual and computer pattern creating, grading and lay planning techniques are carried out;

*CAD CAM Pattern and Grading Technologist (Computer) – if this pathway is to be undertaken, the learner **must** demonstrate competence and understanding in the relevant manual activities.*

Annex 3 - Additional requirements for competence units in the Qualifications and Credit Framework (QCF)

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

Purpose

- To provide submitting organisations with a reference tool they must signpost in the additional information section of any unit which has an aim of assessing competence.

- 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.

- 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 safety[8]. 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.

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[7] QCF glossary of terms, 2009

[8] Page 5, Skillset's SQS 2008

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

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

requirements document must be signposted.

Assessment requirements

- QCF units that are used to assess competence within the QCF must be assessed and quality assured in accordance with the following requirements.

- 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.

- AO/ABs' own assessment methodologies must meet Skillset's additional requirements.

- 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.

- 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).

- 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.

- 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.

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 qualification[9] 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.

- All Assessors must carry out assessment to the standards specified in the relevant Learning and Development NOS.

- All assessment decisions made by a trainee Assessor must be checked by a qualified Assessor or an Assessor recognised by an AO/AB.

- Trainee Assessors must have a plan, which is overseen by the recognized assessment centre, to achieve the relevant Assessor qualification(s) within an agreed timescale.

Quality assurance requirements

- When a QCF unit is used to demonstrate competence, AO/ABs are required to make sure their recognised assessment centres understand how the qualification is quality assured.

- 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.

- With reference to internal verification, internal verifiers must:

  - hold or be working towards a suitable internal verifier qualification[10] to confirm they understand how to internally verify assessments;

  - have sufficient and relevant technical/occupational familiarity in the unit(s) being verified;

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[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.

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- 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.

- 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.

With reference to external verification, external verifiers must:

- hold or be working towards a suitable external verification qualification[11] 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.

- Trainee external verifiers must have a plan, overseen by the AO/AB, to achieve the external verifier qualification within an agreed timescale.

- 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.

- 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

- 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

- 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).

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

Annex 4 - Assessor and Verifier Competence (May 2011)

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

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

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

Learning and Development Unit 9D - Assess workplace competence using direct methods – replacing Unit A2

Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1/2

Learning and Development Unit 11 – Internal Quality Assurance – replaces V1 and D34

Learning and Development Unit 12 – External Quality Assurance – replaces V2 and D35

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

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

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

How does this affect SSCs?

Assessment Strategies/Principles

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

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

SVQs

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

How does this affect Awarding Bodies?

Accreditation

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

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

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

Assessment Strategies/Principles

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

meet the occupational competency requirements of the Assessment Strategy/Principles

carry out assessment and verification activities in line with the new Learning and Development Units.

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Issue 2 – December 2017 © Pearson Education Limited 2017

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'*.