

# ABC Awards

## SEG Awards ABC Level 2 Certificate in Manufacturing Textile Products (NVQ)

---

### Qualification Guidance

---

**England**  
**[50101730]**

---

**Wales**  
**[C0002335]**

---

## About Us

---

At the Skills and Education SEG Awards (ABC)<sup>1</sup> we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

ABC has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:

[https://secure.ABCawards.co.uk/ors/secure\\_login.asp](https://secure.ABCawards.co.uk/ors/secure_login.asp)

## Sources of Additional Information

---

The ABC website [www.ABCawards.co.uk](http://www.ABCawards.co.uk) provides access to a wide variety of information.

## Copyright

---

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

---

<sup>1</sup> ABC Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to ABC Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

## **Contents**

Qualification Summary	4
Introduction	8
Aims	8
Target Group	8
Progression Opportunities	8
Unit Details	10
Recognition of Prior Learning (APL), Exemption and Credit Transfer	99
Certification	100
Glossary of Terms	101

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Structure and Content

### ABC Awards Level 2 Certificate in Manufacturing Textile Products (NVQ)

<b>Qualifications and Pathways</b>	
Level 2 Certificate in Manufacturing Textile Products (NVQ)	
<b>Regulated</b>	The qualification, identified above, is regulated by Ofqual and Qualifications Wales
<b>Assessment</b>	Internal assessment, internal and external moderation
<b>Grading</b>	Pass
<b>Progression</b>	<p>This qualification has been identified as the main Level 2 competence qualification for the Textiles sector and is mapped to the most recent National Occupational Standards approved in March 2010. This qualification will allow direct progression to Level 3 qualifications within this sector.</p> <p>Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.</p>
<b>Operational Start Date</b>	01/07/2010
<b>Review Date</b>	31/07/2023
<b>Operational End Date</b>	31/08/2022
<b>Certification End Date</b>	31/08/2024
<b>ABC Sector</b>	Fashion and Textiles
<b>Ofqual SSA Sector</b>	4.2 Manufacturing Technologies
<b>Stakeholder support</b>	UKFT
<b>Contact</b>	See ABC website for the Centre Support Officer responsible for these qualifications



## Level 2 Certificate in Manufacturing Textile Products (NVQ)

Rules of Combination: Learners must achieve a minimum of 27 credits and a maximum of 29 credits at level 2. This must include 8 credits from the Mandatory units and a minimum of 19 credits from the Optional units.

Unit	Level	Credit Value	GLH
<b>Mandatory Units</b>			
Health, safety and security at work [K/502/1072]	2	3	20
Maintain the quality of production working with textiles, leather and materials [T/502/1074]	2	5	30
<b>Optional Units</b>			
Maintaining the work area for manufacturing textiles products [F/601/9984]	2	5	30
Maintain textiles machinery and equipment [D/601/9989]	2	7	50
Carry out quality control procedures during textile production [F/601/9998]	2	7	50
Prepare for textile processing (operations) [L/602/0006]	2	7	50
Produce textile products [F/602/0018]	2	7	50
Carry out manual textile operations [Y/602/0025]	2	7	50
Control the efficiency of textile production [H/602/0027]	2	7	50
Receive, store and organise materials for processing [K/602/0031]	2	7	50
Package manufactured products [M/602/0032]	2	7	50

Numbers in box brackets indicate unit number.

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

<b>Qualification Purpose</b>	D. Confirm occupational competence and/or 'licence to practice' D1. Confirm competence in an occupational role to the standards required
<b>Entry Requirements</b>	None

<b>Age Range</b>	<b>Pre 16</b>		<b>16 – 18</b>	✓	<b>19 +</b>	✓
<b>LARS Reference</b>	50101730					
<b>Recommended GLH<sup>2</sup></b>	180					
<b>Recommended TQT<sup>3</sup></b>	270					
<b>Credit Value</b>	27					
<b>Type of Funding Available</b>	See LARS (Learning Aim Rates Service)					
<b>Qualification Fee / Unit Fee</b>	See ABC web site for current fees and charges					
<b>Additional Information</b>	This qualification will allow direct progression to Level 3 qualifications within this sector. See ABC website for resources available for this qualification					

---

<sup>2</sup> See Glossary of Terms

<sup>3</sup> See Glossary of Terms

# Qualification Overview

## Introduction

The Level 2 Certificate in Manufacturing Textile Products (NVQ) is a work-based qualification designed for those employed within the various sectors of the textiles manufacturing industry. The qualification is designed to offer the learner the opportunity to demonstrate competence of industrial performance, knowledge and understanding and to recognise the ability of individuals working in the sector.

For the status of this qualification within Apprenticeship Framework check the UKFT web site.

## Aims

**The ABC Level 2 Certificate in Manufacturing Textile Products (NVQ) aims to:**

- Meet the needs of learners who work or want to work as Operatives in the Textiles manufacturing sector
- Reflect the specific nature of different occupations within textiles at this level

## Target Group

This qualification is designed for those learners who work or want to work as Operatives in the Textile manufacturing sector.

ABC expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

## Progression Opportunities

This qualification has been identified as the main Level 2 competence qualification for the Textiles sector and is mapped to the most recent National Occupational Standards approved in March 2010. This qualification will allow direct progression to Level 3 qualifications within this sector.



Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## **Tutor/Assessor Requirements**

We require those involved in the assessment process to be suitably experienced and / or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject / occupational area to a level above that which they are assessing.

Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

## **Language**

These specifications and associated assessment materials are in English only.

## Unit Details

## Health, Safety and Security at Work

<b>Unit Reference</b>	<b>K/502/1072</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit is for those who take responsibility for their own health, safety and security in the workplace, and monitor the workplace for hazards. The job role involves contributing to the safety and security in the workplace, taking action in the event of an incident, raising the alarm, following correct procedures for shut down and evacuation, using emergency equipment correctly and safely, and monitoring the workplace for hazards
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
<b>1.</b> Be able to work safely	<p><b>1.1</b> Take appropriate action in the event of fire, emergencies or accidents</p> <p><b>1.2</b> Identify where alarms, emergency exits, escape routes, emergency equipment and assembly points are located</p> <p><b>1.3</b> Demonstrate safe and appropriate use of emergency equipment</p> <p><b>1.4</b> Discriminate between different alarm sounds</p> <p><b>1.5</b> Comply with equipment operating procedures</p>

	<p>and manufacturers instructions</p> <p><b>1.6</b> Demonstrate safe handling and lifting techniques</p> <p><b>1.7</b> Demonstrate correct use and maintenance of any protective clothing and/or equipment</p> <p><b>1.8</b> Comply with personal responsibilities under the Health &amp; Safety at Work Act / COSHH</p> <p><b>1.9</b> Identify who the nominated first aiders are</p>
<p><b>2.</b> Be able to monitor the workplace for hazards</p>	<p><b>2.1</b> 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</p> <p><b>2.2</b> 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</p> <p><b>2.3</b> Demonstrate how to handle and store hazardous substances including debris</p> <p><b>2.4</b> Demonstrate how to store materials and equipment</p> <p><b>2.5</b> Explain what the most likely accidents and emergencies in the workplace are and how to deal with them</p> <p><b>2.6</b> Comply with personal responsibilities under the COSHH (Control of Substances Hazardous to Health)</p>
<p><b>3.</b> Be able to contribute to</p>	<p><b>3.1</b> Outline and comply with the organisation's rules, codes, guidelines and standards relating to</p>

workplace security	security  <b>3.2</b> Explain how to deal with loss of property
<b>Mapping to National Occupational Standards</b> This unit relates to Manufacturing Textile Products 2010 HS1	

# Supporting Unit Information

## K/502/1072 Health, safety and security at work – Level 2

### Indicative Content

#### The competent person must

- Take action in the event of fire, emergencies or accidents
- Monitor the workplace for hazards
- Contribute to maintaining the security of the workplace and its contents

#### The key areas of knowledge and understanding

- Where alarms, emergency exits, escape routes, emergency equipment and assembly points are located
- What the alarm sounds like
- What hazardous substances are used in the workplace and methods of making safe or reducing their danger in the event of an accident
- How to handle and store hazardous substances
- What the most likely accidents and emergencies in the workplace are and how to deal with them
- Who the nominated first aiders are
- How to deal with loss of property

#### The skills and techniques

- Identifying the location and type of incident
- Raising alarms
- Following emergency procedures
- Using emergency equipment
- Recognizing potential hazards and rectifying them where possible
- Storing materials and equipment
- Handling waste and debris and moving them to safe locations
- Identifying malfunctions in machinery and equipment, correcting if possible, and reporting them
- Noting service malfunctions and chemical leaks

#### Regulations, rules and guidelines

- The organisation's rules, codes, guidelines and standards relating to health, safety and security
- Equipment operating procedures

- Handling and lifting techniques
- Correct use and maintenance of any protective clothing and/or equipment
- Responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- Environmental requirements
- Manufacturers instructions

### **Workplace skills**

- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete forms, reports and other documentation
- Keep accurate records

### **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

### **Methods Of Assessment**

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.

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence
- Observation reports
- Oral/Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies / Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

### **Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All evidence must be clearly signposted and made available for the external moderator upon request.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.



**Additional Information**

Additional information relating to recording assessment decisions can be found on the ABC Awards web site.

## Maintain the Quality of Production Working With Textiles, Leather and Materials

<b>Unit Reference</b>	<b>T/502/1074</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit is for those who monitor their own production activities; helping to achieve production targets, keeping up the rate of production, organise their work activities to make sure that agreed production targets and instructions are met; identify and find out the cause of faults; correct faults; make a variety of decisions; use appropriate methods not only to rectify any faults but to prevent any repetition of the fault. The job role involves inspecting materials and products, finding the cause of faults in materials and products, correcting faults and recording details
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
<b>1.</b> Be able to check for faults	<p><b>1.1</b> Identify different techniques and methods used to detect faults</p> <p><b>1.2</b> Identify the inspection method/s appropriate to the work</p> <p><b>1.3</b> Use organisational recording and reporting systems</p> <p><b>1.4</b> Carry out quality checks at specified intervals</p>

	<p>according to instructions</p> <p><b>1.5</b> Record information accurately and completely</p> <p><b>1.6</b> Identify faults in materials and products and take appropriate action</p> <p><b>1.7</b> Identify and report potential solutions to rectify faults</p> <p><b>1.8</b> Follow reporting procedures where the cause of faults cannot be identified</p> <p><b>1.9</b> Report faults outside personal responsibility to the appropriate person</p>
<p><b>2.</b> Be able to rectify faults</p>	<p><b>2.1</b> Identify different types of faults likely to be encountered and the ways of rectifying them</p> <p><b>2.2</b> Differentiate between correctable and non-correctable faults</p> <p><b>2.3</b> Explain how to compare types of faults with possible causes and solutions (equipment, materials, process)</p> <p><b>2.4</b> Describe acceptable solutions for particular faults</p> <p><b>2.5</b> Explain the types of adjustments that are suitable for specific types of faults</p> <p><b>2.6</b> Make adjustments promptly to return product to specification</p> <p><b>2.7</b> Monitor rectified faults to ensure the problems have been solved</p>
<p><b>3.</b> Understand the impact of faults on</p>	<p><b>3.1</b> Explain why product checks are important</p>

<p>the production process</p>	<p><b>3.2</b> Identify potential consequences of not rectifying problems</p> <p><b>3.3</b> Explain the importance of recording details of non-established adjustments</p> <p><b>3.4</b> Explain the consequences of not monitoring adjustments made</p>
<p><b>4.</b> Recognise own place within the production process</p>	<p><b>4.1</b> Describe own responsibilities at work during production</p> <p><b>4.2</b> Prioritise the fault rectification process to maintain production requirements</p> <p><b>4.3</b> Identify quality and production targets and the effect of not meeting these on self and/or your team</p>
<p><b>Mapping to National Occupational Standards</b>  This unit relates to Manufacturing Sewn Products NOS 2009 (MSP2)  This unit relates to Manufacturing Textile Products 2010 Tex 5</p>	

# Supporting Unit Information

## T/502/1074 Maintain the quality of production working with textiles, leather and materials – Level 2

### Indicative Content

#### The competent person must

- Carry out quality checks at agreed intervals and in the approved way
- Ensure the quality of the product matches the specification
- Replace faulty materials and component parts which do not meet specification
- Identify any problems with product quality and report them promptly to appropriate people
- Maintain the continuity of production with minimum interruptions and downtime
- Identify faults and irregularities in equipment and machinery and take action within the limits of your responsibility
- Identify faults and problems in the processed output and take action within the limits of your responsibility
- Identify problems in processing and report them to appropriate people promptly
- Complete records

#### The key areas of knowledge and understanding

##### Production faults and problems

- The types of faults in equipment and machinery and the action to be taken when they occur
- How to identify materials which do not conform to requirements and how to report them to appropriate people
- The types of problems that happen when processing and the action to be taken when they occur
- Records that need to be kept when faults and problems occur

##### Production procedures

- Quality control procedures and how to follow them
- The types of faults in materials and components which need replacing and the action to be taken
- The types of problems with quality and how to report them to appropriate people

- The importance of keeping accurate quality records

### **The skills and techniques**

- Checking products against specification
- Identifying faults in finished products and their causes in processed output
- Identifying and reporting problems in production processing
- Maintaining the required productivity levels
- Meeting quality requirements
- Ensuring accurate records are made and kept safely

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Quality systems and procedures
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- Manufacturers instructions

### **Workplace skills**

- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete forms, reports and other documentation
- Keep accurate records

### **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners. Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners,

including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

### **Methods Of Assessment**

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.

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies / Assignments

- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

### **Additional Information**

Additional information relating to recording assessment decisions is listed in Appendix 1 and can be found on the ABC Awards web site.



## Maintaining the Work Area for Manufacturing Textiles Products

<b>Unit Reference</b>	<b>F/601/9984</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning Hours</b>	<b>30</b>
<b>Unit Summary</b>	This unit is for those who carry out ongoing routine maintenance of tools and equipment, recognising potential problems and dealing with them within the limit of their personal responsibility. The job role involves looking after tools and equipment and keeping the work area clean and tidy
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
<b>1.</b> Be able to maintain tools and equipment in a textiles production environment	<p><b>1.1</b> Handle tools and equipment safely and correctly</p> <p><b>1.2</b> Use equipment in accordance with operating procedures and manufacturers' instructions</p> <p><b>1.3</b> Locate sources of information regarding maintenance procedures</p> <p><b>1.4</b> Explain why it is important to conduct running maintenance</p> <p><b>1.5</b> Identify common faults with equipment and how they can be rectified</p> <p><b>1.6</b> Carry out running maintenance within agreed</p>

	<p>schedules</p> <p><b>1.7</b> Identify hazards likely to be encountered when conducting running maintenance</p> <p><b>1.8</b> Identify parameters of own responsibility, colleagues responsibility and those of line manager</p> <p><b>1.9</b> Report unsafe equipment and other dangerous occurrences</p> <p><b>1.10</b> Refer and report the need for maintenance outside your responsibility</p> <p><b>1.11</b> Make appropriate referral and take appropriate action when problems are identified</p>
<p><b>2.</b> Be able to maintain cleanliness of own work area in a textiles production environment</p>	<p><b>2.1</b> Maintain a clean and hazard free working area</p> <p><b>2.2</b> Keep the work area free from waste, lubricants and obstructions</p> <p><b>2.3</b> Identify and employ different ways of minimising waste</p> <p><b>2.4</b> Dispose of waste safely in a designated location</p> <p><b>2.5</b> Carry out cleaning safely according to schedules and limits of responsibility</p> <p><b>2.6</b> Use cleaning equipment and methods appropriate for the work to be carried out in a safe manner</p> <p><b>2.7</b> Identify different types of cleaning equipment and their use</p> <p><b>2.8</b> Store cleaning equipment safely after use</p>

**3.** Be able to maintain own wellbeing in a textiles production environment

**3.1** Work in a comfortable position with good posture

**3.2** Use and maintain personal protective clothing and/or equipment

**3.3** Comply with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability

**3.4** Use correct lifting and handling procedures

**Mapping to National Occupational Standards**

This unit relates to Manufacturing Sewn Products NOS 2009

# Supporting Unit Information

## F/601/9984 Maintaining the work area for manufacturing textiles products

– Level 2

### Indicative Content

#### The competent person must

- Organise and carry out work
- Deal with work interruptions
- Handle materials without damage
- Use materials to minimise waste
- Maintain tools and equipment in a serviceable condition ready for use
- Identify faults in tools and equipment and take corrective action
- Carry out running maintenance within agreed schedules
- Report the need for maintenance and/or cleaning outside your responsibility
- Keep the work area clean and free from waste and obstructions
- Use cleaning equipment and methods appropriate for the work to be carried out
- Dispose of waste safely in the designated location
- Store cleaning equipment safely after use
- Carry out cleaning according to schedules and limits of responsibility

#### The key areas of knowledge and understanding

- Why it is important to minimise production costs
- The importance of taking action when problems are identified
- Different ways of minimising waste
- Why it is important to conduct running maintenance
- Common faults with equipment and how they can be rectified
- Sources of information regarding maintenance procedures
- Hazards likely to be encountered when conducting routine maintenance
- Why it is important to carry out regular cleaning
- Different types of cleaning equipment and their use
- Safe working practices for cleaning

#### The skills and techniques

- Maintaining a clean and hazard free working area

- Using correct machine guards
- Handling tools, machinery and work aids in a safe manner
- Reporting unsafe equipment and other dangerous occurrences
- Handling materials safely and correctly
- Disposing of waste safely
- Working in a comfortable position with good posture
- Moving about the workplace with care
- Using correct lifting and handling procedures

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health and Safety at Work Act
- Manufacturer's instructions

### **Workplace skills**

- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Describe lines of communication in the team
- Describe roles and responsibilities of self, colleagues, and line manager
- Describe how your work role fits in with the overall manufacturing process
- Time keeping
- Build good working relationships with colleagues
- Communicate effectively with colleagues and customers
- Deal diplomatically with disagreements in the workplace
- Present any ideas for improvement to line manager
- Take part in team meetings
- Comply with written instructions
- Complete forms, reports and other documentation
- Keep accurate records

## **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners. Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

## **Methods Of Assessment**

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.

## **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence

- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies / Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

### **Additional Information**

Additional information relating to recording assessment decisions is listed in Appendix 1 and can be found on the ABC Awards web site.

## Maintain Textiles Machinery and Equipment

<b>Unit Reference</b>	<b>D/601/9989</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit is for those who are responsible for the basic day to day maintenance of production machinery and equipment and identification of faults and problems
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.3)</b> <i>The learner can</i>
<b>1.</b> Be able to undertake basic maintenance of machinery/equipment	<p><b>1.1</b> Identify and locate component parts of machinery/equipment</p> <p><b>1.2</b> Identify routine maintenance activities to be undertaken on component parts of machinery/equipment within parameters of own responsibility</p> <p><b>1.3</b> Implement routine maintenance procedures and schedules in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p> <p><b>1.4</b> Dispose of waste materials in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p>



<p><b>2.</b> Be able to check machinery/equipment for faults</p>	<p><b>2.1</b> Identify common faults and problems with textile machinery</p> <p><b>2.2</b> Identify different techniques and methods used to detect faults</p> <p><b>2.3</b> Select and employ inspection method/s and fault finding techniques appropriate to the work</p> <p><b>2.4</b> Carry out quality checks at specified intervals according to instructions</p> <p><b>2.5</b> Diagnose potential causes of identified faults</p> <p><b>2.6</b> Identify and report potential solutions to rectify faults</p> <p><b>2.7</b> Identify and secure the resources and materials required to rectify faults that fall within limits of own responsibility from approved sources within the organisation</p> <p><b>2.8</b> Report faults outside personal responsibility to the appropriate person</p> <p><b>2.9</b> Follow reporting procedures where the cause of faults cannot be identified</p> <p><b>2.10</b> Use organisational recording and reporting systems</p> <p><b>2.11</b> Record information accurately and completely</p>
<p><b>3.</b> Be able to rectify faults in machinery/equipment</p>	<p><b>3.1</b> Identify ways of rectifying different types of faults likely to be encountered</p> <p><b>3.2</b> Differentiate between correctable and non-correctable faults</p>

	<p><b>3.3</b> Demonstrate how to compare types of faults with possible causes and solutions</p> <p><b>3.4</b> Implement acceptable solutions for particular faults</p> <p><b>3.5</b> Implement the types of adjustments that are suitable for specific types of faults</p> <p><b>3.6</b> Make adjustments promptly to ensure minimum disruption to production</p> <p><b>3.7</b> Test the running of the machinery/equipment to ensure it is operating correctly and safely after rectifying faults</p> <p><b>3.8</b> Monitor rectified faults to ensure the problems have been solved</p> <p><b>3.9</b> Complete records of maintenance and corrective procedures according in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p>
<p><b>4.</b> Understand the impact of faults on the production process</p>	<p><b>4.1</b> Explain why maintenance checks are important</p> <p><b>4.2</b> Identify potential consequences of not rectifying problems</p> <p><b>4.3</b> Explain the importance of recording details of non-established adjustments</p> <p><b>4.4</b> Explain the consequences of not monitoring adjustments made</p>
<p><b>5.</b> Recognise own place within the production process</p>	<p><b>5.1</b> Describe own responsibilities at work during production</p>

	<p><b>5.2</b> Prioritise the fault rectification process to maintain production requirements</p> <p><b>5.3</b> Identify quality and production targets and the effect of not meeting these on self and/or your team</p>
<p><b>Mapping to National Occupational Standards</b> This unit relates to Manufacturing Textile Products 2010 TEX20</p>	

# Supporting Unit Information

## D/601/9989 Maintain textiles machinery and equipment – Level 2

### Indicative Content

#### The competent person must

- Carry out routine maintenance activities
- Competently operate machinery to required specification
- Dispose of waste materials
- Maintain maintenance records
- Identify faults
- Rectify faults within the limits of own responsibility
- Report faults outside own responsibility to others for action
- Check that machinery and equipment is operating correctly and safely after rectifying faults

#### The key areas of knowledge and understanding

- Machine maintenance and fault finding
- Component parts of machinery and equipment
- Routine maintenance procedures and schedules
- How to obtain /order component parts
- How to identify commonly occurring faults in machinery and equipment
- Understand related problems with production materials to rectify identified production issues
- Function of tools and their correct use
- Safe working practices
- Limits of personal responsibility
- Ways of testing machinery and equipment after maintenance and fault rectification
- Maintenance and fault rectification record keeping systems
- Lines of communication and reporting arrangements

#### The skills and techniques

- Carry out maintenance of machinery and equipment following organisational guidelines
- Perform maintenance routines within agreed timescales and with minimum disruption to production

- Use tools and materials in accordance with agreed procedures
- Obtain parts and materials from approved sources within the organisation
- Dispose of waste materials in accordance with approved procedures
- Identify problems with machinery and equipment using approved fault finding techniques
- Diagnose the cause of faults and take corrective action within the limits of your responsibility
- Test the running of the machinery and equipment after faults have been dealt with
- Complete records of maintenance and corrective procedures according to organisational procedures

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under Compressed air operating procedures
- Responsibilities under the Health and Safety at Work Act
- Manufacturers instructions

### **Workplace skills**

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Ways of planning work activities to maintain continuity of operations
- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Communicate effectively with other operators
- Comply with written instructions
- Complete forms, reports and other documentation following organisational guidelines
- Complete records of maintenance and corrective procedures according to organisational procedures

## **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners. Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

## **Methods Of Assessment**

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.

## **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence

- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies / Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

### **Additional Information**

Additional information relating to recording assessment decisions is listed in Appendix 1 and can be found on the ABC Awards web site.

## Carry Out Quality Control Procedures during Textile Production

<b>Unit Reference</b>	<b>F/601/9998</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit is for those who examine/test and check the quality of products as they are being manufactured. Learners will monitor quality by means of regular checks; make recommendations for remedial action to return production to the required quality
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.3)</b> <i>The learner can</i>
<b>1.</b> Be able to undertake basic quality checks on textile products	<p><b>1.1</b> Identify working examination/testing techniques to be undertaken on textile products within parameters of own responsibility</p> <p><b>1.2</b> Demonstrate how to handle materials and products appropriately when undertaking quality control examinations/tests</p> <p><b>1.3</b> Implement working examination/testing techniques and schedules in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p>
<b>2.</b> Be able to check	<b>2.1</b> Compare the quality of the product with the



<p>textile products for faults</p>	<p>requirements of the specification to identify any non-conformance</p> <p><b>2.2</b> Identify common faults and irregularities in textile products</p> <p><b>2.3</b> Identify common faults and irregularities that are linked to the characteristics of the materials used</p> <p><b>2.4</b> Identify different techniques and methods used to detect faults</p> <p><b>2.5</b> Select and employ inspection/testing method/s and fault finding techniques appropriate to the work</p> <p><b>2.6</b> Carry out quality checks/tests at specified intervals according to instructions</p> <p><b>2.7</b> Diagnose potential causes of identified faults</p> <p><b>2.8</b> Identify and report corrective actions to provide potential solutions to rectify faults and return production to required standards</p> <p><b>2.9</b> Identify and secure the resources and materials required to rectify faults that fall within limits of own responsibility from approved sources within the organisation</p> <p><b>2.10</b> Report faults outside personal responsibility to the appropriate person</p> <p><b>2.11</b> Follow reporting procedures where the cause of faults cannot be identified</p> <p><b>2.12</b> Record information accurately and completely and store securely in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p>
------------------------------------	---

<p><b>3.</b> Be able to rectify faults during textile production</p>	<p><b>3.1</b> Identify ways of rectifying different types of faults likely to be encountered</p> <p><b>3.2</b> Differentiate between correctable and non-correctable faults</p> <p><b>3.3</b> Demonstrate how to compare types of faults with possible causes and solutions</p> <p><b>3.4</b> Implement acceptable solutions for particular faults</p> <p><b>3.5</b> Implement the types of adjustments that are suitable for specific types of faults</p> <p><b>3.6</b> Make adjustments promptly to ensure minimum disruption to production</p> <p><b>3.7</b> Test the running of the machinery/equipment to ensure it is operating correctly and safely after rectifying faults</p> <p><b>3.8</b> Monitor rectified faults to ensure the problems have been solved</p> <p><b>3.9</b> Complete records of maintenance and corrective procedures according in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p>
<p><b>4.</b> Understand the impact of faults on the production process</p>	<p><b>4.1</b> Explain why quality control is important</p> <p><b>4.2</b> Identify potential consequences of not rectifying problems</p> <p><b>4.3</b> Explain the importance of recording details of non-established adjustments</p>

	<p><b>4.4</b> Explain the consequences of not monitoring adjustments made</p>
<p><b>5.</b> Recognise own place within the production process</p>	<p><b>5.1</b> Describe own responsibilities at work during production</p> <p><b>5.2</b> Prioritise the fault rectification process to maintain production requirements</p> <p><b>5.3</b> Identify quality and production targets and the effect of not meeting these on self and/or your team</p>
<p><b>Mapping to National Occupational Standards</b>  This unit relates to Manufacturing Textile Products 2010  TEX18</p>	

# Supporting Unit Information

## F/601/9998 Carry out quality control procedures during textile production

– Level 2

### Indicative Content

#### The competent person must

- Check equipment
- Use correct working examination techniques
- Identify and report problems
- Record problems
- Handle materials and products correctly
- Protect materials and goods
- Maintain the workflow
- Keep accurate records

#### The key areas of knowledge and understanding

Inspection activities

- The information detailed in specifications
- Characteristics of materials to be inspected
- Reasons why products do not conform and reporting procedures when they do not meet
- specification
- Importance of keeping the work area clean and free from obstructions
- Limits of own responsibility during inspection
- Pre-inspection activities
- Approved methods of inspection
- Types of faults and irregularities in products
- Methods of protecting materials and finished goods

#### The skills and techniques

- Examine products following approved procedures and work instructions
- Identify problems and deal with them in accordance with agreed procedures and within the limits of your own responsibility
- Report problems outside the limits of your responsibility promptly to appropriate people
- Record problems following organisational guidelines and inform

appropriate people

- Suggest corrective action to return production to required standards
- Contribute to maintaining the on-going quality of production and products
- Produce and present accurate records of quality assurance examinations to appropriate people
- Store records in the agreed place and ensure they are available to appropriate people who are kept fully informed

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health and Safety at Work Act
- Manufacturers instructions

### **Workplace skills**

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Ways of planning work activities to maintain continuity of operations
- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Communicate effectively
- Comply with written instructions
- Complete forms, reports and other documentation
- How to complete records accurately, their importance and the need to keep them safely

### **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

### **Methods Of Assessment**

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.

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)

- Photographic evidence
- Case studies / Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

### **Additional Information**

Additional information relating to recording assessment decisions is listed in Appendix 1 and can be found on the ABC Awards web site.

## Prepare For Textile Processing (Operations)

<b>Unit Reference</b>	<b>L/602/0006</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit is for those involved in all forms of textile processing and manufacture. The job role will include preparing for work operations, gathering resources and ensuring equipment is in good working order
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.8)</b> <i>The learner can</i>
<b>1.</b> Prepare work environment ready for textile production processes	<b>1.1</b> Check and confirm that own immediate work area is free from waste and obstructions and is ready for textile operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures  <b>1.2</b> Arrange the work area and equipment to ensure efficiency during work operations  <b>1.3</b> Explain why it is important to comply with organisational procedures to maintain own work area
<b>2.</b> Prepare machinery, tools and equipment for the textile production	<b>2.1</b> Identify tools, equipment and/or machinery that meet the requirements for the intended textile production process



<p>process</p>	<p><b>2.2</b> Check and confirm that tools, equipment and/or machinery are free from waste and obstructions and that they are ready for operations in accordance with organisation’s rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>2.3</b> Perform required safety checks on tools, equipment and/or machinery</p> <p><b>2.4</b> Identify any faults and take action within limits of own responsibility</p> <p><b>2.5</b> Identify any tools, equipment and/or machinery that do not conform to the specification and refer in accordance with organisation’s rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>2.6</b> Confirm that tools, equipment and/or machinery are appropriate and ready for use in order to meet textile production requirements</p> <p><b>2.7</b> Organise tools, equipment and/or machinery are ready for work to be carried out according to instructions</p>
<p><b>3.</b> Be able to gather resources in preparation for textile operations</p>	<p><b>3.1</b> Identify and secure the resources required for the textile operation as prescribed in the work-instructions/specification provided</p> <p><b>3.2</b> Check and confirm that resources are appropriate, available, sufficient and ready for use in order to meet textile production requirements</p> <p><b>3.3</b> Identify any resources that do not conform to the work instructions/specification and refer in accordance with organisation’s rules, codes, guidelines, standards and agreed timescales following agreed procedures</p>

	<p><b>3.4</b> Organise resources ready for work to be carried out according to work instructions</p> <p><b>3.5</b> Explain the characteristics of the materials to be processed and the implications for handling them</p> <p><b>3.6</b> Demonstrate how to handle materials appropriately for the textile operation/s</p> <p><b>3.7</b> Explain and demonstrate how to protect resources from damage and contamination within parameters of own responsibility</p> <p><b>3.8</b> Confirm and report completion of required preparation activities in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures</p>
--	--

**Mapping to National Occupational Standards**

This unit relates to Manufacturing Textile Products NOS 2010

Tex14 Prepare for textile operations

Tex3 Prepare the warp for weaving

Tex40 Prepare/thread the yarn for warp knitting

Tex41 Prepare/thread the yarn for weft/circular knitting

# Supporting Unit Information

## L/602/0006 Prepare for textile processing (operations) – Level 2

### Indicative Content

Centres can use one of the following 4 groups of indicative content, that relates to their subsector, either

1. Prepare the warp for weaving
2. Prepare for textile operations
3. Prepare/thread the yarn for warp knitting
4. Prepare/thread the yarn for weft/circular knitting

#### *1. Preparing the warp for weaving*

#### **The competent person must**

- Receive and interpret work instructions
- Gather resources together
- Check that resources and equipment meet requirements
- Release and remove beam from loom
- Fit a new beam
- Prepare new warp over frame and knotting
- Draw warp through healds and sett
- Fill all healds with ends
- Replace selvedge and leno ends
- Change weft, design and pick where relevant
- Sample weave to ensure product meets given specification/docket
- Remove finished rollers to cloth inspection area
- Keep work area clean and safe
- Arrange the work area, resources and equipment to ensure efficiency during work operations
- Carry out required preparation activities
- Carry out takeover operations

#### **The key areas of knowledge and understanding**

- Work operations to be followed
- Preparation activities prior to work operations
- Characteristics of materials to be processed and how to handle them
- Capabilities of equipment to be used and actions to be taken when it does not conform to specification

- Interpret weaving docket, to certify correct sett loaded before warp drawn
- Ensure new beam is efficiently loaded onto loom
- Check all ends are accurately filled
- Read weaving docket to correctly draw ends in
- Importance of maintaining a clean and safe work area

### **The skills and techniques**

- Carry out preparation activities safely within agreed timescales following agreed procedures
- Make sure that your work area is clean, safe and free from waste and obstructions and that it is ready for operations
- Gather together the required resources
- Check that resources meet specification
- Check that resources are sufficient and available to maintain continuity of work operations
- Protect resources from damage and contamination
- Ensure equipment is ready for use in order to meet requirements
- Take appropriate action promptly when resources and equipment do not meet requirements
- Arrange resources and equipment to ensure efficient operations
- Confirm preparation activities are correct and complete

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Quality systems and procedures
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health and Safety at Work Act
- Manufacturers instructions

### **Workplace skills**

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Ways of planning work activities to maintain continuity of operations
- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate

person

- Relate quality to end user / customer
- Encourage teamwork, and gain an understanding of the whole production process
- Determine how specific work activities, relates to the whole manufacturing operation
- Carry out additional tasks as and when required to maintain efficiency
- Complete forms, reports and other documentation

## **2. Prepare for textile operations**

### **The competent person must**

- Receive and interpret work instructions
- Gather resources together
- Check that resources and equipment meet requirements
- Take appropriate action when resources and equipment do not meet requirements
- Keep work area clean and safe
- Arrange the work area, resources and equipment to ensure efficiency during work operations
- Carry out required preparation activities

### **The key areas of knowledge and understanding**

- Work operations to be followed
- Preparation activities prior to work operations
- Characteristics of materials to be processed and how to handle them
- Capabilities of equipment to be used and actions to be taken when it does not conform to specification
- Importance of maintaining a clean and safe work area

### **The skills and techniques**

- Carry out preparation activities safely within agreed timescales following agreed procedures
- Make sure that your work area is clean, safe and free from waste and obstructions and that it is ready for operations
- Gather together the required resources
- Check that resources meet specification
- Check that resources are sufficient and available to maintain continuity of work operations
- Protect resources from damage and contamination
- Ensure equipment is ready for use in order to meet requirements

- Take appropriate action promptly when resources and equipment do not meet requirements
- Arrange resources and equipment to ensure efficient operations
- Confirm preparation activities are correct and complete

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health and Safety at Work Act
- Manufacturers instructions

### **Workplace skills**

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Ways of planning work activities to maintain continuity of operations
- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete forms, reports and other documentation

### ***3. Prepare/Thread the yarn for warp knitting***

#### **The competent person must**

- Receive and correctly interpret work instructions to certify correct sett loaded before warp drawn and to correctly draw ends in
- Ensure that the creel, machine and any other equipment are clean and ready for use
- Ensure the correct yarn is selected
- Remove any existing yarn on the creel
- Plan the creel in sections according to the number of guide bars being used
- Thread the correct number of bobbins in the order specified for each guide bar
- Draw the warps in the correct order to the correct set of rollers and

thread following the specified warp path

- Thread the guide bars in accordance with the pattern specified
- Ensure correct endage of section/tape is achieved
- Forward warp sheet safely to next location
- Ensure new beam is efficiently loaded onto loom.
- Keep the work area clean and safe throughout
- Prepare the area to ensure efficiency during the next stage of work operations
- Carry out any other required preparation activities
- Inform the relevant person of problems encountered

### **The key areas of knowledge and understanding**

- The principles of knitting
- Work operations to be followed
- Preparation activities prior to work operations
- Characteristics of yarn (count, gauge, elasticity, material) and how to handle them
- Capabilities of equipment to be used and actions to be taken when it does not conform to specification
- Yarn properties and their effect on the warp beam (i.e. twist level, direction, liveliness, tension etc.)
- Importance of maintaining a clean and safe work area
- How to clean the creel sufficiently to prevent contamination
- How to thread guide bars to meet specification
- Threading up techniques according to machine type
- How to plan threading up plans correctly
- The garment/fabric manufacturing process

### **The skills and techniques**

- Carry out preparation activities safely within agreed timescales following agreed procedures
- Manual dexterity
- Attention to detail
- Problem solving abilities
- Make sure that your work area is clean, safe and free from waste and obstructions and that it is ready for operations
- Obtain the required resources
- Check that resources meet specification
- Check that resources are sufficient and available to maintain continuity of work operations
- Protect resources from damage and contamination

- Ensure equipment is ready for use in order to meet requirements
- Take appropriate action promptly when resources and equipment do not meet requirements
- Arrange resources and equipment to ensure efficient operations
- Confirm preparation activities are correct and complete

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Quality systems and procedures
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the relevant Health and Safety at Work legislation
- Manufacturers instructions
- Responsibilities for product safety – product contamination

### **Workplace skills**

- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Ways of planning work activities to maintain continuity of operations
- Relate quality to end user / customer
- Encourage teamwork
- Determine how specific work activities, relates to the whole manufacturing operation
- Carry out additional tasks as and when required to maintain efficiency
- Complete forms, reports and other documentation

## ***4. Prepare / Thread the yarn for weft / circular knitting***

### **The competent person must**

- Receive and correctly interpret instructions
- Ensure the machine and any other equipment are cleaned and ready for use
- Ensure the correct yarn is selected



- Remove any existing yarn from the machine
- Plan the order in which the weft/s are to be threaded
- Thread the weft following the specified path / as per specification
- Thread the correct yarn in the specified feeder/s
- Load the correct program into the knitting machine
- Knit first product/sample off machine and check for correct measurements
- Gain machine sign off prior to knitting
- Keep the work area clean and safe throughout
- Prepare the area to ensure efficiency during the next stage of work operations
- Carry out any other required preparation activities
- Inform the relevant person of any problems encountered

### **The key areas of knowledge and understanding**

- The principles of knitting
- Work operations to be followed
- Preparation activities prior to work operations
- Characteristics of yarn (count, gauge, elasticity, material) and how to handle them
- Capabilities of equipment to be used and actions to be taken when it does not conform to specification
- How to interpret weft knitting docket / specification
- Importance of maintaining a clean and safe work area
- How to thread guide bars to meet specification
- How to adjust yarn tension on the creel
- Tensioning devices used and how to adjust them
- The garment/fabric manufacturing process

### **The skills and techniques**

- Carry out preparation activities safely within agreed timescales following agreed procedures
- Manual dexterity
- Attention to detail
- Problem solving abilities
- Make sure that your work area is clean, safe and free from waste and obstructions and that it is ready for operations
- Obtain the required resources (materials, specifications and programs)
- Check that resources meet specification
- Check that resources are sufficient and available to maintain continuity of work operations

- Protect resources from damage and contamination
- Ensure equipment is ready for use in order to meet requirements
- Take appropriate action promptly when resources and equipment do not meet requirements
- Arrange resources and equipment to ensure efficient operations
- Confirm preparation activities are correct and complete
- Threading up techniques according to machine type
- How to plan threading up plans correctly
- Adjusting yarn tension at creel or other location as required

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the relevant Health and Safety at Work legislation
- Manufacturers instructions
- Responsibilities for product safety with respect to metal contamination
- Responsibility for product safety – product contamination

### **Workplace skills**

- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Relate quality to internal and external customer
- Encourage teamwork
- Determine how specific work activities relate to the whole manufacturing operation.
- Carry out additional tasks as and when required to maintain efficiency and quality.
- Time keeping
- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete records accurately and pass to appropriate person

### **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and

assessment of this unit must take place in the workplace

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners. Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

### **Methods Of Assessment**

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.

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes

- Worksheets / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies / Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

### **Additional Information**

Additional information relating to recording assessment decisions is listed in Appendix 1 and can be found on the ABC Awards web site.

## Produce Textile Products

<b>Unit Reference</b>	<b>F/602/0018</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit is for those involved in the processing of textiles products through putting together the various components of the products using different products
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.7)</b> <b><i>The learner can</i></b>
<b>1.</b> Be able to perform pre-production checks on work area prior to textile manufacture	<p><b>1.1</b> Check and confirm that own immediate work area is free from waste and obstructions and is ready for textile operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>1.2</b> Arrange the work area and equipment to ensure efficiency during work operations</p> <p><b>1.3</b> Explain why it is important to comply with organisational procedures to maintain own work area</p>
<b>2.</b> Be able to perform pre-production checks on machinery and equipment prior to textile manufacture	<p><b>2.1</b> Identify equipment and/or machinery that meet the requirements for the intended manufacturing textile process</p> <p><b>2.2</b> Check and confirm that tools, equipment and/or machinery are free from waste and obstructions and</p>

	<p>that they are ready for operations in accordance with organisation’s rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>2.3</b> Perform required safety checks on equipment and/or machinery</p> <p><b>2.4</b> Identify any faults and take action within limits of own responsibility</p> <p><b>2.5</b> Identify any equipment and/or machinery that does not conform to the specification and refer in accordance with organisation’s rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>2.6.</b> Confirm that equipment and/or machinery are appropriate and ready for use</p> <p><b>2.7</b> Organise equipment and/or machinery ready for work to be carried out according to instructions</p>
<p><b>3.</b> Be able to undertake pre-production checks on materials and components prior to the manufacturing textile process</p>	<p><b>3.1</b> Check and confirm that the materials and components are as prescribed prior to starting the manufacturing textile process</p> <p><b>3.2</b> Check and confirm that materials and components are appropriate, available, and sufficient before undertaking the manufacturing textile process</p> <p><b>3.3</b> Identify any materials or components that do not conform to the work instructions/specification and refer in accordance with organisation’s rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>3.4</b> Confirm and report completion of required preparation activities and any actions required, in accordance with organisation’s rules, codes, guidelines, standards and agreed timescales following</p>

	<p>agreed procedures</p> <p><b>3.5</b> Organise and assemble resources ready for the manufacturing textile process to be carried out according to work instructions/specification</p>
<p><b>4.</b> Be able to assemble and handle components during the manufacturing textile process</p>	<p><b>4.1</b> Describe and demonstrate how the characteristics of the materials and components to be processed impact upon the way in which they should be handled and assembled during the manufacturing textile process</p> <p><b>4.2</b> Describe and demonstrate how to assemble the components to meet the quality and quantity requirements, within the parameters of their own responsibility as outlined in the work pattern during the manufacturing textile process</p> <p><b>4.3</b> Demonstrate how to assemble materials and components to achieve maximum operating efficiency during the manufacturing textile process</p> <p><b>4.4</b> Explain and demonstrate how to protect the manufactured output from damage and contamination within parameters of own responsibility</p>
<p><b>5.</b> Maintain and ensure efficiency of work patterns during the manufacturing textile process</p>	<p><b>5.1</b> Monitor and maintain safety and efficiency of work patterns during the manufacturing textile process to ensure</p> <ul style="list-style-type: none"> <li>• timely identification of faults</li> <li>• minimisation of down time</li> <li>• minimisation of wastage</li> <li>• maintenance of the flow of materials and production</li> <li>• maintenance of productivity levels</li> <li>• maintenance of quality of output to meet specification</li> </ul>

	<p><b>5.2</b> Identify and implement adjustments to the work pattern as required to maintain production targets</p> <p><b>5.3</b> Explain why it is important to maintain safe, efficient and effective work patterns and work methods to meet specification within agreed time schedules</p> <p><b>5.4</b> Prepare and provide essential information and instructions at changeover points during production</p> <p><b>5.5</b> Prepare and maintain detailed and accurate production records in accordance with organisation's rules, codes, guidelines, standards and procedures in timescales to minimise downtime</p>
<p><b>6.</b> Know how to perform quality checks within the manufacturing textile process</p>	<p><b>6.1</b> Explain why it is important to perform quality checks that can contribute to production targets</p> <p><b>6.2</b> Inspect products against specifications</p> <p><b>6.3</b> Identify types of faults which may occur in process and the potential effects on quality</p> <p><b>6.4</b> Explain why it is important to segregate and mark rejects</p> <p><b>6.5</b> Identify two potential consequences of not rectifying problems</p> <p><b>6.6</b> Explain why it is important to record details of adjustments and the potential consequences of not recording them</p> <p><b>6.7</b> Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with</p>



**Mapping to National Occupational Standards**

This unit relates to Manufacturing Textile Products 2010

TEX16

# Supporting Unit Information

## F/602/0018 Produce textile products – Level 2

### Indicative Content

#### The competent person must

- Check that materials are correct against specification
- Control own work pattern
- Deal with manufacturing problems when they occur
- Protect the manufactured output
- Forward the manufactured output
- Make adjustments to the work pattern to maintain production targets
- Complete production records
- Carry out daily upkeep of machinery and equipment

#### The key areas of knowledge and understanding

##### Processing activities

- The information detailed in specifications
- Characteristics of materials and components to be assembled
- Capabilities of machinery and equipment to be used and action to be taken when it does not conform to specification
- Reasons why materials and components do not conform and corrective action needed
- Reporting procedures when machinery, equipment, components and materials do not meet specification
- Importance of keeping the work area clean and free from obstructions
- Limits of own responsibility during manufacturing and who to report problems to
- Types of preparation activities
- Types of faults and irregularities in components and appropriate action to take
- Types of problems in manufacturing and appropriate action to take
- Methods of protecting manufactured goods
- Importance of maintaining product quality

#### Work pattern requirements

- Types of instructions and how these are given
- How the supply of materials and components is maintained

- Types of adjustment to work patterns that can be made
- Forwarding procedures
- Appropriate work methods for:
  - handling materials and components
  - maintaining a clean and safe work area

### **The skills and techniques**

- Using appropriate methods to assemble components safely to meet quality and quantity requirements
- Taking appropriate action which is within your area of responsibility promptly where components are faulty or do not match specification
- Identifying problems with assembly and take appropriate prompt action
- Protecting manufactured goods from dirt and damage
- Following work instructions accurately and promptly
- Monitoring the supply of materials and components to meet production requirements
- Handling materials and components safely and carefully
- Using approved methods of assembly to achieve maximum operating efficiency
- Making adjustments to work pattern to maintain the required flow of production
- Forwarding manufactured goods using agreed procedures

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health and Safety at Work Act
- Manufacturers instructions

### **Workplace skills**

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Ways of planning work activities to maintain continuity of operations
- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate

person

- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete forms, reports and other documentation
- How to complete records accurately, their importance and the need to keep them safely

### **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners. Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

### **Methods Of Assessment**

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.

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies / Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

## **Additional Information**

Additional information relating to recording assessment decisions is listed in Appendix 1 and can be found on the ABC Awards web site.

## Carry Out Manual Textile Operations

<b>Unit Reference</b>	<b>Y/602/0025</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit is for those who carry out textile operations by hand, handle materials and components and maintain the workflow
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.7)</b> <i>The learner can</i>
<b>1.</b> Be able to perform pre-production checks on work area prior to carrying out manual textile operations	<p><b>1.1</b> Check and confirm that own immediate work area is free from waste and obstructions and is ready for manual textile operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>1.2</b> Arrange the work area and equipment to ensure efficiency during manual textile operations</p> <p><b>1.3</b> Explain why it is important to comply with organisational procedures to maintain own work area</p>
<b>2.</b> Be able to perform pre-production checks on tools and equipment prior to manual textile operations	<p><b>2.1</b> Identify equipment and/or tools that meet the requirements for the intended manual textile operations</p> <p><b>2.2</b> Check and confirm that tools and equipment are free from waste and obstructions and that they are</p>

	<p>ready for manual textile operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>2.3</b> Perform required safety checks on tools and equipment</p> <p><b>2.4</b> Identify any faults and take action within limits of own responsibility</p> <p><b>2.5</b> Identify any equipment or tools that do not conform to the specification and refer in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>2.6.</b> Confirm that equipment and tools are appropriate and ready for use</p> <p><b>2.7</b> Organise equipment and tools ready for work to be carried out according to instructions</p>
<p><b>3.</b> Be able to undertake pre-production checks on materials and components prior to manual textile operations</p>	<p><b>3.1</b> Check and confirm that the materials and components are as prescribed prior to starting manual textile operations</p> <p><b>3.2</b> Check and confirm that materials and components are appropriate, available, and sufficient before undertaking manual textile operations</p> <p><b>3.3</b> Identify any materials or components that do not conform to the work instructions/specification and refer in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>3.4</b> Confirm and report completion of required preparation activities and any actions required, in accordance with organisation's rules, codes,</p>

	<p>guidelines, standards and agreed timescales following agreed procedure</p> <p><b>3.5</b> Organise and assemble resources ready for manual textile operations to be carried out according to work instructions/specification</p>
<p><b>4.</b> Be able to process and handle components</p>	<p><b>4.1</b> Describe and demonstrate how the characteristics of the materials and components to be processed impact upon the way in which they should be handled and assembled</p> <p><b>4.2</b> Describe and demonstrate how to process the components to meet the quality and quantity requirements, within the parameters of their own responsibility as outlined in the work pattern</p> <p><b>4.3</b> Demonstrate how to process materials and components to achieve maximum operating efficiency</p> <p><b>4.4</b> Explain and demonstrate how to protect the processed output from damage and contamination within parameters of own responsibility</p>
<p><b>5.</b> Maintain and ensure efficiency of work patterns during manual textile operations</p>	<p><b>5.1</b> Monitor and maintain safety and efficiency of work patterns during manual textile operations to ensure</p> <ul style="list-style-type: none"> <li>• timely identification of faults</li> <li>• minimisation of down time</li> <li>• minimisation of wastage</li> <li>• maintenance of the flow of materials and production</li> <li>• maintenance of productivity levels</li> <li>• maintenance of quality of output to meet specification</li> </ul> <p><b>5.2</b> Identify and implement adjustments to the work pattern as required to maintain production targets</p>



	<p><b>5.3</b> Explain why it is important to maintain safe, efficient and effective work patterns and work methods to meet specification within agreed time schedules</p> <p><b>5.4</b> Prepare and provide essential information and instructions at changeover points during production</p> <p><b>5.5</b> Prepare and maintain detailed and accurate production records in accordance with organisation’s rules, codes, guidelines, standards and procedures in timescales to minimise downtime</p>
<p><b>6.</b> Know how to perform quality checks within the production process</p>	<p><b>6.1</b> Explain why it is important to perform quality checks that can contribute to production targets</p> <p><b>6.2</b> Inspect products against specifications</p> <p><b>6.3</b> Identify types of faults which may occur in process and the potential effects on quality</p> <p><b>6.4</b> Explain why it is important to segregate and mark rejects</p> <p><b>6.5</b> Identify two potential consequences of not rectifying problems</p> <p><b>6.6</b> Explain why it is important to record details of adjustments and the potential consequences of not recording them</p> <p><b>6.7</b> Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with</p>
<p><b>Mapping to National Occupational Standards</b>  This unit relates to Manufacturing Textile Products 2010  TEX17</p>	

# Supporting Unit Information

## Y/602/0025 Carry out manual textile operations – Level 2

### Indicative Content

#### The competent person must

- Check equipment and materials
- Use correct working methods and techniques
- Handle materials and components correctly
- Protect materials and goods
- Maintain the workflow
- Deal with problems
- Keep accurate records

#### The key areas of knowledge and understanding

##### Manual processing activities

- The information detailed in specifications
- Characteristics of materials to be processed
- Capabilities of equipment to be used
- Reasons why materials and equipment do not conform, and corrective action needed and who to report problems to
- Limits of own responsibility during processing and who to report problems to
- Types of preparation activities
- The types of faults and irregularities in materials, equipment and components and appropriate action to take
- The types of problems in processing and appropriate corrective
- Methods of protecting materials and finished goods
- Importance of maintaining product quality

#### Work pattern requirements

- Types of instructions and how these are given
- How the supply of materials and components is maintained
- Safe handling of materials and goods
- Production procedures, sequences and time schedules
- The importance of maintaining continuity of production
- Forwarding procedures

#### The skills and techniques

- Using appropriate methods and techniques safely to meet quality and quantity requirements
- Checking materials, equipment and tools to ensure they meet specification
- Taking appropriate action where materials, equipment and tools are faulty or do not match specification within the limits of your own responsibility
- Identifying problems with processing and take appropriate prompt action
- Protecting materials and finished goods from dirt and damage
- Checking that production records are accurate and complete
- Following work instructions accurately and promptly
- Monitoring the supply of materials and components to meet production requirements
- Handling materials and goods safely
- Using appropriate methods to achieve continuity of production within agreed timescales
- Co-ordinating work activities to maintain the work flow
- Forwarding processed goods using agreed procedures

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health and Safety at Work Act
- Manufacturers instructions

### **Workplace skills**

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Ways of planning work activities to maintain continuity of operations
- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Communicate effectively
- Comply with written instructions
- Complete forms, reports and other documentation

- How to complete records accurately, their importance and the need to keep them safely

### **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners. Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

### **Methods Of Assessment**

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.

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

## **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies / Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

## **Additional Information**

Additional information relating to recording assessment decisions is listed in Appendix 1 and can be found on the ABC Awards web site.

## Control the Efficiency of Textile Production

<b>Unit Reference</b>	<b>H/602/0027</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	<p>This unit is for those involved in all forms of textile production.</p> <p>The job role will include preparing for work operations, gathering resources and ensuring equipment is in good working order and monitoring the production process</p>
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.7)</b> <i>The learner can</i>
<b>1.</b> Maintain efficient work environment during textile production processes	<p><b>1.1</b> Ensure that own immediate work area remains free from waste and obstructions during textile operations in accordance with organisation's rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>1.2</b> Monitor and maintain safe and efficient arrangement of work area and equipment during work operations to ensure:</p> <ul style="list-style-type: none"> <li>• timely identification of faults</li> <li>• minimisation of down time</li> <li>• minimisation of wastage</li> <li>• maintenance of productivity levels</li> <li>• maintenance of quality of output to meet specification</li> </ul>

<p><b>2.</b> Maintain and ensure efficiency of machinery, tools and equipment during textile production process</p>	<p><b>2.1</b> Maintain cleanliness and efficiency of tools, machinery and equipment during textile operations in accordance with organisation’s rules, codes, guidelines, standards and procedures to timescales that minimise downtime</p> <p><b>2.2</b> Monitor and maintain efficiency of equipment during processing to ensure</p> <ul style="list-style-type: none"> <li>• timely identification of faults</li> <li>• minimisation of down time</li> <li>• minimisation of wastage</li> <li>• maintenance of productivity levels</li> <li>• maintenance of quality of output to meet specification</li> </ul> <p><b>2.3</b> Refer issues with machinery, tools, equipment or resource within or outside areas of own responsibility in accordance with organisation’s rules, codes, guidelines, standards and procedures in timescales to minimise downtime</p> <p><b>2.4</b> Organise tools and machinery ready for work to be carried out according to instructions</p>
<p><b>3.</b> Maintain and ensure efficiency of work patterns during textile production process</p>	<p><b>3.1</b> Monitor and maintain safety and efficiency of work patterns during processing to ensure</p> <ul style="list-style-type: none"> <li>• timely identification of faults</li> <li>• minimisation of down time</li> <li>• minimisation of wastage</li> <li>• maintenance of the flow of materials and production</li> <li>• maintenance of productivity levels</li> <li>• maintenance of quality of output to meet specification</li> </ul> <p><b>3.2</b> Identify and implement adjustments to the work pattern as required to maintain production targets</p> <p><b>3.3</b> Explain why it is important to maintain safe,</p>

	<p>efficient and effective work patterns and work methods to meet specification within agreed time schedules</p> <p><b>3.4</b> Prepare and provide essential information and instructions at changeover points during production</p> <p><b>3.5</b> Prepare and maintain detailed and accurate production records in accordance with organisation’s rules, codes, guidelines, standards and procedures in timescales to minimise downtime</p>
<p><b>4.</b> Know how to perform quality checks within the production process</p>	<p><b>4.1</b> Explain why it is important to perform quality checks that can contribute to production targets</p> <p><b>4.2</b> Inspect products against specifications</p> <p><b>4.3</b> Identify types of faults which may occur in process and the potential effects on quality</p> <p><b>4.4</b> Explain why it is important to segregate and mark rejects</p> <p><b>4.5</b> Identify two potential consequences of not rectifying problems</p> <p><b>4.6</b> Explain why it is important to record details of adjustments and the potential consequences of not recording them.</p> <p><b>4.7</b> Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with</p>
<p><b>Mapping to National Occupational Standards</b>  This unit relates to Manufacturing Textile Products 2010  TEX15</p>	



# Supporting Unit Information

## H/602/0027 Control the efficiency of textile production – Level 2

### Indicative Content

#### The competent person must

- Carry out any takeover operations
- Check that materials, machinery and equipment meet specification
- Keep work area clean and safe
- Monitor machinery and equipment during processing
- Keep downtime and wastage to a minimum
- Maintain productivity levels
- Maintain the quality of output to meet specification
- Report accurately to appropriate people
- Keep accurate production records

#### The key areas of knowledge and understanding

- Work operations to be followed
- Preparation activities prior to work operations
- Characteristics of materials to be processed and how to handle them
- Capabilities of equipment to be used and actions to be taken when it does not conform to specification
- Importance of maintaining a clean and safe work area

#### The skills and techniques

- Monitor materials and equipment against specification during processing
- Take appropriate action within your own area of responsibility promptly if materials or equipment fail to match specification
- Use appropriate work methods to meet specification within agreed time schedules
- Check that processed products meet production specification
- Forward processed products using agreed procedure
- Carry out processing safely
- Minimise wastage and downtime during processing
- Keep work area clean and free from waste and obstructions during production
- Check that production records are accurate and complete
- Monitor your work pattern safely

- Follow a work pattern that will ensure that production requirements are met
- Organise and carry out tasks to maintain the flow of materials and production
- Pass on essential information and any instructions at changeover points during production
- Make adjustments to your work pattern as required to maintain production targets

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health and Safety at Work Act
- Manufacturers instructions

### **Workplace skills**

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Ways of planning work activities to maintain continuity of operations
- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete forms, reports and other documentation

### **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners. Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners,

including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

### **Methods Of Assessment**

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.

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheet / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies / Assignments

- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

### **Additional Information**

Additional information relating to recording assessment decisions is listed in Appendix 1 and can be found on the ABC Awards web site.

## Receive, Store And Organise Materials for Processing

<b>Unit Reference</b>	<b>K/602/0031</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	This unit is for those who receive, store and issue materials such as yarn or other textile materials for processing. Learners are likely to be involved in issuing materials for the manufacturing process
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
<b>1.</b> Be able to receive deliveries of raw textile materials/yarn or textile components	<p><b>1.1</b> Interpret requirements of delivery documents to confirm expectations of delivery</p> <p><b>1.2</b> Record receipt of deliveries to be used in processing/manufacture in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p> <p><b>1.3</b> Label received goods ready for storage in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p> <p><b>1.4</b> Notify the relevant person of any non-conformances with goods received in accordance with statutory and organisational rules, codes,</p>

	<p>good practice guidelines and standards relating to health, safety, security and sustainability</p> <p><b>1.5</b> Identify and isolate non-compliant goods in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p> <p><b>1.6</b> Record and communicate details of receipt of goods in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p>
<p><b>2.</b> Be able to check quality of delivered raw textile materials/yarn or textile components</p>	<p><b>2.1</b> Identify the key characteristics and differences between raw textile materials/yarn or textile components that are used in processing/manufacture</p> <p><b>2.2</b> Confirm the quality and quantity of delivered goods matches those characteristics specified on the order within the parameters of own responsibility</p>
<p><b>3.</b> Be able to maintain stores of textile materials to be used for processing</p>	<p><b>3.1</b> Describe and demonstrate how to handle and store – manually or using equipment - raw textile materials or textile components in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p> <p><b>3.2</b> Select correct location to store raw textile materials or textile components and organise goods accordingly</p> <p><b>3.3</b> Check and confirm that storage area is clean, free from waste and obstructions and is ready to store raw textile materials or textile components in</p>

	<p>accordance with organisation’s rules, codes, guidelines, standards and agreed timescales following agreed procedures</p> <p><b>3.4</b> Arrange the storage area to protect goods from damage and ensure efficiency during work operations</p> <p><b>3.5</b> Explain why it is important to comply with organisational procedures to maintain own work area</p> <p><b>3.6</b> Complete stock takes to agreed schedule and record stock levels in accordance with statutory and organisational rules, codes, good practice guidelines and standards relating to health, safety, security and sustainability</p> <p><b>3.7</b> Maintain stocks to ensure efficiency during work operations</p>
<p><b>4.</b> Be able to book out yarn and/or other raw textile materials and components</p>	<p><b>4.1</b> Interpret requirements of booking documents to confirm requirements are appropriate for their intended use in the processing/manufacturing process</p> <p><b>4.2</b> Select and supply correct raw textile materials/yarn or textile components as specified on the booking within parameters of own responsibility</p> <p><b>4.3</b> Confirm the quality and quantity of booked-out goods matches those characteristics specified on the order within the parameters of own responsibility</p>
<p><b>Mapping to National Occupational Standards</b>  This unit relates to Manufacturing Textile Products 2010  TEX38</p>	

## Supporting Unit Information

### **K/602/0031 Receive, store and organise materials for processing – Level 2**

#### **Indicative Content**

##### **The competent person must**

- Receive yarn delivery and check the delivery document matches the yarn delivered
- Book yarn in that has been delivered
- Identify the difference between yarn characteristics
- Ensure all boxes are labelled with correct internal labels
- Store the yarn in the correct location
- Ensure the knitting operation is supplied with the correct yarns in the correct bays
- Book yarn out once issued to the knitting operation
- Inform the Yarn Buyer of any non-conformances with yarn received
- Complete stock takes when required
- Ensure work area is kept clean and tidy

##### **The key areas of knowledge and understanding**

- The principles of knitting
- Work operations to be followed
- Interpret delivery documents
- Checks needed to ensure correct yarn count is correct for quantity and quality
- Methods required to ensure yarn is handled and stored correctly
- How to book in and locate yarn to correct location
- How to identify what yarn is required by the knitting operation and ensure the correct yarns are issued
- How to book out yarn used by the knitting operation
- How to complete stock checks
- Importance of maintaining a clean and safe work area
- The garment/fabric manufacturing process

##### **The skills and techniques**

- Keeping the work area clean and tidy
- Organising and preparing for receipt of delivery of yarn



- Checking that equipment is in good working order in preparation of delivery
- Handling yarn with care and in accordance with agreed procedures
- Making sure yarn is stored free from direct and damage in yarn stores and knitting department
- Making sure yarn boxes are labelled correctly for internal stock count
- Organising and preparing yarn required by the knitting operation
- Identifying and isolating imperfect yarn following agreed procedures

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Quality systems and procedures
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the relevant Health and Safety at Work legislation
- Manufacturers instructions
- Responsibilities for product safety –product contamination

### **Workplace skills**

- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Report problems with yarn deliveries to the appropriate person
- Relate quality to internal and external customer
- Encourage teamwork
- Carry out additional tasks as and when required
- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete records accurately, and pass to appropriate person

### **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

### **Methods Of Assessment**

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.

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)

- Photographic evidence
- Case studies / Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

### **Additional Information**

Additional information relating to recording assessment decisions is listed in Appendix 1 and can be found on the ABC Awards web site.

## Package Manufactured Products

<b>Unit Reference</b>	<b>M/602/0032</b>
<b>Level</b>	<b>2</b>
<b>Credit Value</b>	<b>7</b>
<b>Guided Learning Hours</b>	<b>50</b>
<b>Unit Summary</b>	<p>This unit is for those who pack products before they are stored and dispatched; ensuring the correct packaging is used; checking that the packaged goods meet specifications; forwarding them following agreed procedures.</p> <p>The job role will involve preparing to pack finished products and carrying out packing operations</p>
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.7)</b> <i>The learner can</i>
<b>1.</b> Be able to prepare for packaging manufactured products	<p><b>1.1</b> Explain how to interpret and follow packaging instructions</p> <p><b>1.2</b> Ensure that the work area is suitable and free from any hazards and obstructions</p> <p><b>1.3</b> Identify specific hazards likely to be encountered within the packaging operations and how they can be avoided</p> <p><b>1.4</b> Prepare equipment and tools for use according to instructions and with the organisation's rules, codes, guidelines and standards</p> <p><b>1.5</b> Explain the checks needed to ensure the</p>

	<p>product/s for packaging is/are correct for quality and quantity</p> <p><b>1.6</b> Identify and select the type of packaging to be used for the product/s</p> <p><b>1.7</b> Organise work in accordance with instructions</p> <p><b>1.8</b> Explain how to protect products from damage and contamination during packaging</p> <p><b>1.9</b> Identify, report and refer deviations from specification in accordance with organisation's rules' codes, guidelines and standards</p>
<p><b>2.</b> Be able to package manufactured products</p>	<p><b>2.1</b> Demonstrate how to interpret and follow packaging instructions on the product specification</p> <p><b>2.2</b> Demonstrate how to operate the appropriate machinery / equipment and in accordance with organisation's rules, codes, guidelines and standards</p> <p><b>2.3</b> Ensure that the product/s to be packed are protected from dirt and damage</p> <p><b>2.4</b> Demonstrate how to handle product/s with care in accordance with agreed procedures</p> <p><b>2.5</b> Demonstrate how to pack and label the product/s according to packaging instructions following agreed procedures</p> <p><b>2.6</b> Identify and isolate imperfect products and packaging following agreed procedures</p> <p><b>2.7</b> Confirm that the finished product/s is/are correct to specification</p> <p><b>2.8</b> Demonstrate how to forward packaged</p>

	<p>product/s safely to the next location following approved procedures</p> <p><b>2.9</b> Carry out cleaning of machinery / equipment for further use</p>
<p><b>3.</b> Know how to perform quality checks within the packaging process</p>	<p><b>3.1</b> Explain why performing quality checks can contribute to production targets</p> <p><b>3.2</b> Inspect products against specifications</p> <p><b>3.3</b> Identify types of faults which may occur in the process and the potential effects on quality</p> <p><b>3.4</b> Explain why it is important to segregate and mark rejects</p> <p><b>3.5</b> Identify two potential consequences of not rectifying problems</p> <p><b>3.6</b> Explain why it is important to record details of adjustments and the potential consequences of not recording them</p> <p><b>3.7</b> Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with</p>
<p><b>Mapping to National Occupational Standards</b>  This unit relates to Manufacturing Textile Products 2010  Tex 10</p>	

# Supporting Unit Information

## M/602/0032 Package manufactured products – Level 2

### Indicative Content

#### The competent person must

- Check packaging requirements and materials needed
- Select correct packaging materials
- Protect products from damage during packaging
- Check that packaged products meet specification
- Complete packaging records
- Report any faults to the right person
- Forward packaged goods to the correct location

#### The key areas of knowledge and understanding

- How to interpret and follow packaging instructions
- The checks needed to ensure product for packaging is correct for quality and quantity
- The type of packaging materials to be used and the quantities needed
- How to report problems with products, packaging materials or equipment
- How to protect products from damage and contamination during packaging
- How to report packaged products which do not conform to specification and to whom
- How to forward packaged products safely to next location

#### The skills and techniques

- Keeping the work area clean and safe
- Organising the work area in a way that helps you to meet packing requirements
- Checking that equipment and tools are in good working order and are ready for use
- Making sure that the products to be packed are protected from dirt and damage
- Handling all products with care in accordance with agreed procedures
- Identifying and selecting the type of packaging to be used for the product
- Receiving the product specification and following work instructions

- Confirming the finished product is correct to specification
- Packing and labelling the product according to packaging instructions following agreed procedures
- Identifying and isolating imperfect products and packaging following agreed procedures
- Protecting products against damage and contamination after packing
- Checking that the packed product meets packaging instructions
- Forwarding packed products to be stored in the agreed location following approved procedures

### **Regulations, rules and guidelines**

- The organisation's rules, codes, guidelines and standards
- Quality systems and procedures
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health and Safety at Work Act
- Manufacturers instructions

### **Workplace skills**

- Deal with problems within the work area, and within limits of personal responsibility
- Reporting problems with packing products to the appropriate person
- Report problems outside area of responsibility to the appropriate person
- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete forms, reports and other documentation
- How to complete packaging records accurately and who to pass them on to

### **Teaching Strategies And Learning Activities**

The delivery of this unit needs to be closely linked with the workplace and assessment of this unit must take place in the workplace

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners. Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners,



including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

### **Methods Of Assessment**

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.

### **Minimum requirements when assessing this unit**

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

### **Evidence Of Achievement**

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is not prescribed but may include any or all of the following\*

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Witness Statements
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies / Assignments

- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview / Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

### **Additional Information**

Additional information relating to recording assessment decisions is listed in Appendix 1 and can be found on the ABC Awards web site.

## **Recognition of Prior Learning (RPL), Exemption and Credit Transfer**

ABC Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within ABC qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the ABC qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to ABC.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – ABC may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - original certificates OR
  - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same

credit value or greater than the unit(s) in question and be at the same level or higher.

ABC encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing ABC Awards Qualifications' which can be downloaded from <http://www.abcawards.co.uk/centres-grid-page-move/policies-procedures/>

### **Exemptions**

There are no identified exemptions for these qualifications.

### **Equivalencies**

There are no identified equivalencies for these qualifications.

### **Certification**

Learners will be certificated for all units and qualifications that are achieved and claimed.

ABC's policies and procedures are available on the ABC website.

## **Appendices**

### **Glossary of Terms**

#### **GLH (Guided Learning Hours)**

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

#### **TQT (Total Qualification Time)**

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment

- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.