

ABC Awards

SEG Awards ABC Level 3 Diploma in Apparel, Footwear or Leather Production

Qualification Guidance

England
[50100889]

Wales
[C0002334]

About Us

At the Skills and Education SEG Awards (ABC)¹ 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

Sources of Additional Information

The ABC website www.ABCawards.co.uk provides access to a wide variety of information.

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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 3 Diploma in Apparel, Footwear or Leather Production

Qualifications and Pathways	
Level 3 Diploma in Apparel, Footwear or Leather Production (Apparel) Level 3 Diploma in Apparel, Footwear or Leather Production (Footwear) Level 3 Diploma in Apparel, Footwear or Leather Production (Leather) Level 3 Diploma in Apparel, Footwear or Leather Production (Tailoring)	
Qualifications Number(s)	501/0088/9
Qualifications Wales	C00/0233/4
Regulated	The qualifications, identified above, are all regulated by Ofqual and also Qualifications Wales
Assessment	Internal assessment, internal and external moderation
Grading	Pass
Operational Start Date	01/07/2010
Review Date	31/07/2023
ABC Sector	Fashion and Textiles
Ofqual SSA Sector	4.2 Manufacturing Technologies
Stakeholder support	UKFT
Contact	See ABC website for the Centre Support Officer responsible for these qualifications

Level 3 Diploma in Apparel, Footwear or Leather Production

Rules of Combination: Learners must achieve a minimum of 46 credits from the Mandatory and Optional units within the Apparel Pathway; or a minimum of 48 credits within the Footwear Pathway; or a minimum of 45 credits within the Leather Pathway; or a minimum of 48 credits within the Tailoring Pathway.

Learners must achieve a minimum of 45 credits at level 3.

Unit	Level	Credit Value	GLH
Apparel Pathway			
Mandatory Units			
Managing health and safety and employment rights and responsibilities within the apparel, footwear or leather industry [J/601/7833]	3	7	40
Managing quality standards within apparel, footwear or leather production [Y/601/7836]	3	7	40
Managing own working relationships within the apparel, footwear or leather production [H/601/7838]	3	9	60
Manufacturing techniques within apparel production [M/601/7843]	3	8	50
Materials used in the manufacture of apparel [D/601/7854]	3	8	50
Optional Units (1 unit to be taken)			
Production management within the apparel, footwear or leather industry [Y/601/7853]	3	8	50
Aspects of design within the apparel, footwear or leather industry [K/601/7856]	3	7	40
Professional practice / preparation for employment within the apparel, footwear or leather industry [M/601/7857]	3	7	40
Managing customer relations within the apparel, footwear or leather industry [T/601/7858]	3	8	50
Buying (import/export) within the apparel, footwear or leather industry [A/601/7859]	3	9	60
Supervisory management – team leadership within the apparel, footwear or leather industry [M/601/7860]	3	8	50

Manage information for action within the apparel, footwear or leather industry [T/601/7861]	3	8	50
Footwear Pathway			
Mandatory Units			
Managing health and safety and employment rights and responsibilities within the apparel, footwear or leather industry [J/601/7833]	3	7	40
Managing quality standards within apparel, footwear or leather production [Y/601/7836]	3	7	40
Managing own working relationships within the apparel, footwear or leather production [H/601/7838]	3	9	60
Manufacturing techniques within footwear production [R/601/7852]	3	9	60
Materials used in the manufacture of footwear [H/601/7855]	3	9	60
Optional Units (1 unit to be taken)			
Production management within the apparel, footwear or leather industry [Y/601/7853]	3	8	50
Aspects of design within the apparel, footwear or leather industry [K/601/7856]	3	7	40
Professional practice / preparation for employment within the apparel, footwear or leather Industry [M/601/7857]	3	7	40
Managing customer relations within the apparel, footwear or leather industry [T/601/7858]	3	8	50
Buying (import/export) within the apparel, footwear or leather industry [A/601/7859]	3	9	60
Supervisory management – team leadership within the apparel, footwear or leather industry [M/601/7860]	3	8	50
Manage information for action within the apparel, footwear or leather industry [T/601/7861]	3	8	50
Leather Pathway			
Mandatory Units			
Managing health and safety and employment rights and responsibilities within the apparel, footwear or leather industry [J/601/7833]	3	7	40

Managing quality standards within apparel, footwear or leather production [Y/601/7836]	3	7	40
Managing own working relationships within the apparel, footwear or leather production [H/601/7838]	3	9	60
Optional Units (3 units to be taken)			
Production management within the apparel, footwear or leather industry [Y/601/7853]	3	8	50
Aspects of design within the apparel, footwear or leather industry [K/601/7856]	3	7	40
Professional practice / preparation for employment within the apparel, footwear or leather industry [M/601/7857]	3	7	40
Managing customer relations within the apparel, footwear or leather industry [T/601/7858]	3	8	50
Buying (import/export) within the apparel, footwear or leather industry [A/601/7859]	3	9	60
Supervisory management – team leadership within the apparel, footwear or leather industry [M/601/7860]	3	8	50
Manage information for action within the apparel, footwear or leather industry [T/601/7861]	3	8	50
Tailoring Pathway			
Mandatory Units			
Managing health and safety and employment rights and responsibilities within the apparel, footwear or leather industry [J/601/7833]	3	7	40
Managing quality standards within apparel, footwear or leather production [Y/601/7836]	3	7	40
Managing own working relationships within the apparel, footwear or leather production [H/601/7838]	3	9	60
Garment production – tailored garments [A/601/7862]	3	7	40
Garment cutting - tailored garments [F/601/7863]	3	11	60
Optional Units (1 unit to be taken)			
Production management within the apparel, footwear or leather industry [Y/601/7853]	3	8	50

Aspects of design within the apparel, footwear or leather industry [K/601/7856]	3	7	40
Professional practice / preparation for employment within the apparel, footwear or leather industry [M/601/7857]	3	7	40
Managing customer relations within the apparel, footwear or leather industry [T/601/7858]	3	8	50
Buying (import/export) within the apparel, footwear or leather industry [A/601/7859]	3	9	60
Supervisory management – team leadership within the apparel, footwear or leather industry [M/601/7860]	3	8	50
Manage information for action within the apparel, footwear or leather industry [T/601/7861]	3	8	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

Qualification Purpose	D1. Confirm competence in an occupational role to the standards required					
Entry Requirements	There are no specific entry requirements. Learners who have successfully achieved ABC's Level 2 Certificate in Apparel, Footwear, Leather or Textile Production may find it useful but it is not essential 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					
Age Range	Pre 16		16 – 18	✓	19 +	✓
LARS Reference	50100889					
Recommended GLH²	270					
Recommended TQT³	450					
Credit Value	45 - 48					

² See Glossary of Terms

³ See Glossary of Terms

Type of Funding Available	See LARS (Learning Aims Search Website)
Qualification Fee / Unit Fee	See ABC web site for current fees and charges
Additional Information	See ABC website for the Centre Support Officer responsible for these qualifications

Qualification Overview

Introduction

The ABC Level 3 Diploma in Apparel, Footwear or Leather Production has been designed in response to the identified needs through ukft research with employers.

The qualification will provide benefits to all key stakeholders including employers, providers and learners by providing a progression opportunity through educational and vocational means. It will provide learners with the opportunity of enhancing their career progression and give them the currency to enter further qualifications or employment.

Aims

The ABC Level 3 Diploma in Apparel, Footwear or Leather Production aims to provide the underpinning knowledge and understanding to support the ABC Level 3 Certificate in Apparel Manufacturing Technology (NVQ) and the ABC Level 3 Certificate in Footwear and Leather (NVQ) which are the competence qualifications within the Apparel, Footwear and Leathersgoods Pathways of the Advanced Fashion and Textiles Apprenticeship Framework.

Target Group

This qualification is designed for those learners, aged 16+, who want to be provided the opportunity to enhance their career progression and give them the currency to enter further qualifications.

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 Level 3 qualification will enable progression primarily into a variety of higher level programmes and any other qualifications that have been identified strategically and mapped accordingly to the Apprenticeship Framework.

This qualification will form part of an alternative route into higher education and will encourage a wider range of learners to gain new skills and be motivated to remain within the education, training and employment 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

Managing Health and Safety and Employment Rights and Responsibilities within the Apparel, Footwear or Leather Industry

Unit Reference	J/601/7833
Level	3
Credit Value	7
Guided Learning Hours	40
Unit Summary	This unit will enable the learner to understand the legal requirements of employers and employees with regard to health and safety and employment law. The work will cover the implications of current legislation including The Health and Safety at Work Act etc. 1974, COSHH Regulations. This unit will also cover the legal aspects of employment in respect of the individual employee and form part of the induction process to the world of work
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.2) <i>The learner can</i>
1. Understand the health and safety requirements for a business in their chosen sector	<p>1.1 For a business in their chosen sector, state the health and safety requirements of employers, as required by law</p> <p>1.2 State the health and safety responsibilities of employees at each level within the business as required by law</p> <p>1.3 Report how the business manages its obligations to meet current health and safety</p>

	legislation
2. Be able to carry out a risk assessment	<p>2.1 Carry out a risk assessment</p> <ul style="list-style-type: none"> • using appropriate documentation • identifying and recording hazards • ranking hazards identified • making recommendations to remove or minimize risk <p>2.2 Carry out an assessment for COSHH purposes</p> <ul style="list-style-type: none"> • using appropriate documentation • making recommendations to remove or minimize risk
3. Understand the career progression routes available within a business in their chosen sector	<p>3.1 Describe</p> <ul style="list-style-type: none"> • the structure and organisation of the business • the main job roles in the business • careers paths available
4. Know about their statutory rights in employment	<p>4.1 Describe their statutory rights in relation to</p> <ul style="list-style-type: none"> • Employment Law • Contracts of employment • Sick pay • Work Time regulations • Holiday entitlement • Maternal and Paternal leave • Data Protection
5. Know about the expectations and relevant procedures in a business in their chosen sector	<p>5.1 Describe the standards of acceptable behaviour in the business</p> <p>5.2 Explain the consequences of not meeting that standard</p> <p>5.3 Describe relevant procedures within the business to include</p>

	<ul style="list-style-type: none"> • Performance management • Disciplinary procedures • Grievance procedures
<p>6. Know how to obtain further information about employment issues</p>	<p>6.1 Know where to access information and advice concerning employment</p> <p>6.2 Describe the role of Trade Unions in the work place, supporting and advising employees</p>
<p>Mapping to National Occupational Standards SKSMTPHS1 Health, safety and security at work SKSMSP1 Look after the work area SKSF3v2 Manage business processes SKSHSS6v1 Conduct a health and safety risk assessment of a workplace</p>	

Supporting Unit Information

J/601/7833 Managing health and safety and employment rights and responsibilities within the apparel, footwear or leather industry – Level 3

Indicative Content

The indicative content for this unit has been imported from H/502/6299 Managing health and safety and employment rights and responsibilities within the textile industry which has similar content. The indicative content here needs to be contextualised for the apparel, footwear or leather industry.

Learning Outcome 1. Understand the health and safety requirements for a business in their chosen sector

Current health and safety legislation – Requirements of each piece of legislation and its effect as implemented within the business to include COSHH

The organisation's rules, codes, guidelines and standards relating to health, safety and security to include

- Equipment operating procedures
- Appropriate training/licence for mechanical handling, and general handling and lifting techniques
- Correct use and maintenance of any protective clothing and/or equipment
- Responsibilities of employers and employees at each level under the Health & Safety at Work Act, COSHH (Control of Substances Hazardous to Health) and compressed air procedures
- Environmental requirements
- Manufacturer's instructions

Learning Outcome 2. Be able to carry out a risk assessment

A risk assessment = careful examination of what, in the workplace, could cause harm to people, so that can identify if enough precautions have been taken or should more be done to prevent harm. Workers and others have a right to be protected from harm caused by a failure to take reasonable control measures.

Need to recognise and record hazards found and rank them accordingly.

Decide who may be harmed and how. Evaluate the risk and decide on precaution. Record findings on appropriate documentation used, making recommendations to remove or minimise risk. Review assessment and update as necessary.

COSHH assessment concentrates on the hazards and risks from substances in the workplace.

Look around workplace to identify where there is potential for exposure to substances that might be hazardous to health. Need to know in what way the substances may be harmful. Identify types of jobs/tasks that could lead to exposure to these substances.

Use appropriate documentation and make recommendations to reduce risk

Learning Outcome 3. Understand the career progression routes available within a business in their chosen sector

Understand Structure and Organisation of the business, job roles and career pathways. Know where roles and responsibilities fit into overall picture within the business. Know typical career paths and where to find out information. Could look at own knowledge and skills to identify areas for development to make progress.

Learning Outcome 4. Know about their statutory rights in employment

Ensure that most current information is sought in regards to Employment law, Contract of Employment, Statutory rights.

Know diversity guidelines and when these may not apply within the business. Working Time Regulations and holiday entitlements; rights and responsibilities that apply to maternal or parental leave. Statutory sick pay and the organisation's procedures. Data Protection Act and access to personal information. Systems of payment.

Learning Outcome 5. Know about the expectations and relevant procedures in a business in their chosen sector

Identify the standards of acceptable behaviour in the business. Consider why, and possible consequences to self, others, production/the business etc if not followed. Performance Management and Grievance procedures of the organisation.

Learning Outcome 6. Know how to obtain further information about employment issues

The role of Trade Unions, the legal actions and training resources they can implement and advise on.

Procedures and documentation within the business and where this information may be found.

Teaching Strategies And Learning Activities

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, should be considered and appropriate support mechanisms put in place.

This qualification is designed to provide underpinning knowledge to the competence based units in the apprenticeship framework.

Any teaching activities need to relate to realistic work situations.

If learners are undergoing an induction programme within an organisation, this should be the teaching and learning vehicle which is used to deliver the unit.

Learners could be encouraged to discuss their experiences. This could involve exchanging information about different businesses if learners are in work situations.

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 complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical wherever possible. These tasks could be put together into one overarching assignment for the unit, or be a series of smaller separate tasks.

Evidence presented is not prescribed for each learning outcome. It could typically include

- 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
- Interview / discussion

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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

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

Additional Information

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site www.abcawards.co.uk under Fashion and Textiles.

Managing Quality Standards within Apparel, Footwear or Leather Production

Unit Reference	Y/601/7836
Level	3
Credit Value	7
Guided Learning Hours	40
Unit Summary	This unit will enable the learner to understand the functions that go into the quality control process. The work will cover the expected quality requirements, common causes of non-standard or reject work and appropriate remedial action that may be taken. Company procedures for quality monitoring and recording information and dealing with rejects. Also covered will be the importance of suitable ways of communicating with other employees over issues of quality
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Know the quality requirements and specifications laid down by a company for its product	1.1 State the quality requirements laid down by a company for the product it sells 1.2 Produce a quality specification for a product within the learner's chosen sector
2. Know how to ensure any required changes to the product are actioned	2.1 For the chosen product (1.2, above), identify <ul style="list-style-type: none"> • any defects which may occur at different stages of production • how they may be caused

	<ul style="list-style-type: none"> • possible actions to rectify the fault or will it have to be rejected <p>2.2 Explain how that information would be passed on to the appropriate person</p>
<p>3. Understand product quality control systems</p>	<p>3.1 Describe a company's methods of implementing quality control, to include</p> <ul style="list-style-type: none"> • areas of responsibility • examples of documentation • recording and analysing information as a way of identifying problem areas

Mapping to National Occupational Standards

SKSMSP2 - Maintain the quality of production working with textiles, leather and materials

SKSMSP7B - Support the quality of production

Supporting Unit Information

Y/601/7836 Managing quality standards within apparel, footwear or leather production – Level 3

Indicative Content

Mapping to standards SKSMSP2 & SKSMSP7B:

The key areas of knowledge and understanding

- different types of faults likely to be encountered and the ways of rectifying them
- the different techniques and methods used to detect faults
- how to compare types of faults with possible causes and solutions (equipment, materials, process)
- what inspection methods can be used
- why product checks are important
- what are acceptable solutions for particular faults
- what are the consequences of not rectifying problems
- why it is important to record details of non-established adjustments
- what are your responsibilities at work during production
- what are your quality and production targets, and the effect of not meeting these on you and/or your team
- consequences of not monitoring adjustments made
- what types of recording and reporting systems are used

The skills and techniques

- using inspection methods appropriate to the work
- identification of equipment parts
- setting up equipment and testing it
- setting up an efficient work station
- identifying faults, the causes and rectification

- describing the allowed tolerances
- differentiating between correctable and non-correctable faults
- identifying equipment maintenance requirements and describing the maintenance procedure
- identifying and rectifying and/or reporting major equipment faults and causes
- monitoring and checking equipment and processes
- using optimum operating speeds on your equipment
- handling techniques for different fabrics
- reporting production problems

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 & Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- 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
- communicate effectively with colleagues and customers
- comply with written instructions
- complete forms, reports and other documentation
- keep accurate records

Teaching Strategies And Learning Activities

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, should be considered and appropriate support mechanisms put in place.

This qualification is designed to provide underpinning knowledge to the competence based units in the apprenticeship framework.

Any teaching activities need to relate to realistic work situations.

If learners are undergoing an induction programme within an organisation, this should be the teaching and learning vehicle which is used to deliver the unit.

Learners could be encouraged to discuss their experiences. This could involve exchanging information about different businesses if learners are in work situations.

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 complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria.

Centres will need to devise assessment tasks which should be practical

wherever possible. These tasks could be put together into one overarching assignment for the unit, or be a series of smaller separate tasks.

Evidence presented is not prescribed for each learning outcome. It could typically include

- 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
- Interview / discussion

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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Additional Information

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Managing Own Working Relationships within the Apparel, Footwear or Leather Production

Unit Reference	H/601/7838
Level	3
Credit Value	9
Guided Learning Hours	60
Unit Summary	This unit will enable the learner to develop skills in managing their own time in the workplace. It will assist the learner to understand and deal with their peer group and managers above their own level of responsibility. They will explore the positive aspects of the role an individual and manager can play within a team
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand how to communicate with their colleagues within the workplace	1.1 Demonstrate the benefits of effective communication in the workplace, which may include <ul style="list-style-type: none"> • verbal • non-verbal • internal media • external media
2. Be able to minimise disruption in the workplace and deal with any problems	2.1 Discuss and deal with problems as they arise to minimise disruption in the workplace

<p>3. Understand the role of an individual in fulfilling the aims of an organisation</p>	<p>3.1 Provide evidence of workplace organisation that demonstrates their own responsibility for maintaining health, safe and productive work conditions that comply with company procedures</p>
<p>4. Be able to undertake professional self-development</p>	<p>4.1 Provide examples of own CPD and action plan to achieve objectives</p> <p>4.2 Discuss and verify action plan with a senior manager</p>
<p>5. Be able to make decisions, manage their objectives and activities efficiently</p>	<p>5.1 Produce a document detailing a typical working week, to show evidence of effective time management. This may include reference to</p> <ul style="list-style-type: none"> • agreeing and prioritising own objectives • planning own time • decision making • rescheduling own activities as appropriate
<p>6. Be able to manage their resources in the workplace</p>	<p>6.1 Manage and maintain their resources in the workplace</p>
<p>Mapping to National Occupational Standards SKSAMTB6 – Provide leadership in your area of responsibility SKSD2v3 – Develop productive working relationships with colleagues and stakeholders SKSA2SK1v2 – Manage your own resources and professional development</p>	

Supporting Unit Information

H/601/7838 Managing own working relationships within the apparel, footwear or leather production – Level 3

Indicative Content

The indicative content for this unit has been imported from M/502/6399 Managing own working relationships within textile production which has similar content. The indicative content here needs to be contextualised for the apparel, footwear or leather industry.

Learning Outcome 1. Understand how to communicate with their colleagues within the workplace

Could explore paths of communication. Use of a variety of media, verbal/non-verbal, written and feedback. Respect for peer group and managers. Accurate records.

Need to identify most appropriate methods

Learning Outcome 2. Be able to minimise disruption in the workplace and deal with any problems

Identify aims of the organisation. Own responsibility.

Employ range of problem solving techniques. Contingencies that may occur. Selection of most appropriate for situations.

Also need to take into account organisations policies and procedures

Learning Outcome 3. Understand the role of an individual in fulfilling the aims of an organisation

Knowledge of responsibilities in relation to Health and Safety. Could be responsibility for self and others.

Need also to have knowledge of company policies and procedures

Learning Outcome 4. Be able to undertake professional self-development

Gather feedback on own performance. Assess own level of performance. Recognise importance of self-development.

Set objectives.

Learning Outcome 5. Be able to make decisions, manage their objectives and activities efficiently

Recognise the importance of time management and time estimation

Learn how to prioritise own work.

Be able to consider contingencies and have plans in place

Learning Outcome 6. Be able to manage their resources in the workplace

Resources are not just physical, but human resources

Importance of the workstation. Health & Safety. Personal organisation at work. Setting examples to others.

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Minimum requirements when assessing this unit

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Evidence Of Achievement

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Centres will need to devise assessment tasks which should be practical wherever possible. These tasks could be put together into one overarching assignment for the unit, or be a series of smaller separate tasks.

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Additional Information

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Manufacturing Techniques within Apparel Production

Unit Reference	M/601/7843
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	This unit will enable the learner to understand the functions that go into the manufacturing process. The work will cover the stages of manufacture as well as the relationship between machines, stitches, threads and seams
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.4) <i>The learner can</i>
1. Know the different processes and functions involved in product construction	1.1 Identify two products and produce a process chart of functions that go into the manufacturing process of each product
2. Know the different machine types and materials used in product assembly	2.1 Report on the <ul style="list-style-type: none"> • machines • needle types • seam types • stitch types • thread types used in the production of three products that are made at their own place of work
3. Understand the	3.1 Explain the relationship between machines,

relationship between all the components used in product assembly and the effect they have on quality

threads, stitches and needles in the production process and the effect on quality

3.2 Produce a portfolio of samples of quality defects across a range of articles, identifying the cause of the defects

3.3 Give examples of how quality defects have affected products at work

3.4 Produce a report on products that have been returned due to manufacturing issues

Mapping to National Occupational Standards

SKSAMT4 – Contribute to the production of outsourced apparel products

SKSAMT15 - Solve quality issues for sample apparel production

SKSAMT26 - Make up and assemble apparel samples

SKSMSP2 - Maintain the quality of production working with textiles, leather and materials

Supporting Unit Information

M/601/7843 Manufacturing techniques within apparel production – Level 3

Indicative Content

Mapping to standards SKSAMT15, SKSAMT26:

The key areas of knowledge and understanding

(SKSAMT15)

- which quality assurance procedures and practices that must be adhered to for the development of samples and production runs for apparel products
- what the diagnostic techniques and corrective methods are
- what the customer quality standards and finishing requirements are

(SKSAMT26)

- principles and methods of:
 - garment and pattern assembly
 - garment and material handling
 - garment and component cutting
 - sewing techniques
 - fault diagnosis and correction
 - fitting
- methods and types of marking
- functions and use of equipment
- working practices including the use of equipment,
- personal conduct and arrangement of work station

The skills and techniques

(SKSAMT15)

- monitoring sample garment production at the appropriate times against quality standards and specifications at each point in the sample production process
- maintaining accurate and up-to-date technical information on the sample production process
- identifying any deviations from the specification requirements and their effect on the quality of the sample garment
- identifying the most appropriate action to resolve problems

(SKSAMT26)

- garment assembly
- garment and material handling
- garment and component cutting
- fitting
- interpreting instructions from garment specifications
- sewing and pressing characteristics of fabrics
- type and number of components required
- matching requirements and tolerances
- types, usage and qualities of trimmings and threads
- functions and use of sewing equipment (mechanical and hand)
- interlining garments; shrinking techniques; moulding techniques

Regulations, rules and guidelines

(SKSAMT4 & 15)

- 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 & Safety at Work Act
- manufacturer's instructions

Workplace skills

SKSAMT4)

- deal with problems within the work area, and within limits of personal responsibility
- report 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
- complete records accurately and store in the agreed place

(SKSAMT15)

- work to be produced in line with critical paths
- receive work instructions and specifications and interpret them accurately
- how to make use of the information detailed in specifications and instructions

(SKSAMT26)

- ways of planning work activities to maintain continuity of operations

Teaching Strategies And Learning Activities

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, should be considered and appropriate support mechanisms put in place.

This qualification is designed to provide underpinning knowledge to the competence based units in the apprenticeship framework.

Any teaching activities need to relate to realistic work situations.

If learners are undergoing an induction programme within an organisation, this should be the teaching and learning vehicle which is used to deliver the unit.

Learners could be encouraged to discuss their experiences. This could involve exchanging information about different businesses if learners are in work situations.

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 complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical wherever possible. These tasks could be put together into one overarching

assignment for the unit, or be a series of smaller separate tasks.

Evidence presented is not prescribed for each learning outcome. It could typically include

- 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
- Interview / discussion

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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

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

Additional Information

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site www.abcawards.co.uk under Fashion and Textiles.

Materials Used In the Manufacture of Apparel

Unit Reference	D/601/7854
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit will ensure that the learner has an understanding of the fibres, yarns and fabrics that they will encounter during their working experience.</p> <p>They will acquire the skills to recognise materials, their performance characteristics and to evaluate their suitability for end use.</p> <p>This unit will also cover aspects of fabric faults and the relationship of materials, cost and end use</p>
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Know the origin of natural and man-made fibres	1.1 Identify the origin of <ul style="list-style-type: none"> • natural • man-made fibres
2. Understand the processes involved in fabric production	2.1 Identify the fabrics, by name, that are primarily used in the sector that the learner is working in 2.2 Recognise and describe fabric construction for these fabrics (in 2.1) 2.3 Identify all the stages, from fibre through to

	finished fabric, for a range of fabrics from their place of work
3. Understand the suitability of fabrics for specific uses	3.1 Select a number of products from work and explain the fabric choice made for each including considerations of <ul style="list-style-type: none"> • characteristics • cost • performance
4. Understand fabric faults	4.1 Identify a range of fabric faults and evaluate how they should be dealt with during product manufacture
5. Know about use of care labels and their suitability to end-use	5.1 Select a number of products from their place of work and for each describe how the product will have to be labelled to meet current legislation

Mapping to National Occupational Standards

SKSAMT2 - Monitor compliance with requirements in garment construction

SKSAMT4 - Contribute to the production of outsourced apparel products

SKSAMT5 - Assess and develop given apparel designs

SKSAMT15 - Solve quality issues for sample apparel production

Supporting Unit Information

D/601/7854 Materials used in the manufacture of apparel – Level 3

Indicative Content

Mapping to standards SKSAMT2, SKSAMT4, SKSAMT5, SKSAMT15:

The key areas of knowledge and understanding

(SKSAMT2)

- what the principles and methods are of:
 - production
 - garment construction
 - costing
- what the construction and properties are of materials and components
- how to choose appropriate construction methods to achieve design within given resource constraints
- what the feasible alternative garment assembly and production methods are
- the suitability of materials and components characteristics to proposed production methods
- what the manufacturing and machine capability and work aids methods are of production and remedying faults
- what the specifications, quality standards and finishing requirements
- what the requirements and sequences are for pre-production and production

(SKSAMT5)

- extent and content of company product range and production locations
- principles of:
 - design, in terms of the function, fit, shape and form
 - pattern technology

(SKSAMT15)

- which quality assurance procedures and practices that must be adhered to for the development of samples and production runs for apparel products
- what the diagnostic techniques and corrective methods are
- what the customer quality standards and finishing requirements are

The skills and techniques

(SKSAMT2)

- analysing and collating reports, testing and other information from the pre-production process(es)
- critically evaluating garments against requirements at the end of each pre-production process
- assessing current machinery capacity and capability for the production of agreed garments
- diagnosing faults and taking appropriate corrective action
- identifying adaptations required for machinery, resources and working methods to ensure that requirements can be met and problems overcome
- running amendments to production, costing and methods

(SKSAMT5)

- identification of:
 - key product design features
 - possible constraints to the design features
- evaluating fabric characteristics for the given design
- clarifying issues arising from the investigations about the required design features with appropriate personnel
- agreeing any changes relating to design features with appropriate personnel
- identifying any amendments that are necessary or desirable and which will meet customer, design, cost and production requirements
- producing samples necessary to illustrate viability and cost effectiveness of proposed amendments

(SKSAMT15)

- monitoring sample garment production at the appropriate times against quality standards and specifications at each point in the sample production process
- maintaining accurate and up-to-date technical information on the sample production process
- identifying any deviations from the specification requirements and their effect on the quality of the sample garment
- identifying the most appropriate action to resolve problems

Regulations, rules and guidelines

(SKSAMT2)

- 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 & Safety at Work Act
- manufacturer's instructions

Workplace skills

(SKSAMT2)

- work to be produced in line with critical paths
- 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
- complete records accurately and store in the agreed place

(SKSAMT5)

- report problems with packing products to the appropriate person

(SKSAMT15)

- receive work instructions and specifications and interpret them accurately
- how to make use of the information detailed in specifications and instructions

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Methods Of Assessment

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Evidence Of Achievement

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- Photographic evidence

- Case studies / assignments
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Additional Information

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Production Management within the Apparel, Footwear or Leather Industry

Unit Reference	Y/601/7853
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit will enable the learner to understand the principles and practice of product construction and the common systems used in modern production situations.</p> <p>The learner will understand the application and uses of different systems and be able to make value judgements as to the appropriate methods that should be used based on product and cost</p>
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand the various production systems used in the manufacturing industry	<p>1.1 Describe the various production systems in use across the manufacturing industry</p> <p>1.2 Explain the relationship between product and system</p>
2. Understand how systems work and interpret them based on product and cost	2.1 Analyse the type of production system used in their own place of work and describe why this choice has been made in relation to product, cost and its suitability for purpose

<p>3. Know the functions that go into pre-production, production and post-production processes</p>	<p>3.1 Identify the functions that go into pre-production, production and post-production</p>
<p>4. Know about labour costs associated with manufacturing systems</p>	<p>4.1 Identify the labour costs associated with manufacturing systems</p>
<p>5. Understand the relationship between product and quality</p>	<p>5.1 Describe the quality system used in their own place of work and its appropriateness</p>
<p>6. Understand how cost principles are used in product manufacture</p>	<p>6.1 Explain how cost principles are used in product manufacture</p>
<p>Mapping to National Occupational Standards SKSMSP2 - Maintain the quality of production working with textiles, leather and materials SKSMSP7B - Support the quality of production SKSL3v2 - Respond to production quality problems SKSL4v2 - Improve production methods and processes</p>	

Supporting Unit Information

Y/601/7853 Production management within the apparel, footwear or leather industry – Level 3

Indicative Content

Mapping to standards SKSL3v2, SKSL4v2:

The key areas of knowledge and understanding

(SKSL3v2)

- company procedures for dealing with faults in production
- with whom you should maintain communication during fault identification
- the implications of faults on production and output
- sources of relevant information to collate information from
- factors which influence faults
- how to develop sensible recommendations
- company requirements on completing accurate records
- how to verify that corrective action has been taken

(SKSL4v2)

- the common types and nature of raw materials used
- the company's production methods and techniques
- how to conduct a review process, what to look for and how to collate the information
- how to consult with others in a manner which ensures their views and opinions are sought
- how to manage discussions so that the objectives of the meeting are met within the allocated time
- current company objectives and how to relate them to the review of production
- health, safety and environmental regulations relating to production work
- the requirements of customers and how to apply those to production processes for which you are responsible
- what new resources would be required to implement

The skills and techniques

(SKSL3v2)

- Identifying the technical/production information required from the

production team including:

- the machinery being worked on
- the tools and equipment in use
- the materials being processed
- Carrying out investigations and confirm the accuracy of the information provided
- Identifying and dealing with conflicting technical/production information
- Identifying the nature and characteristics of the fault including appropriate checks and diagnostic tests
- Carrying out appropriate tests
- Investigating influencing factors and incorrect production processes
- Taking action when faults are caused by the supplier or manufacturer
- Negotiating appropriate solutions with suppliers of faulty goods

(SKSL4v2)

- Identifying the technical content within a customer's order
- Identifying aspects of the technical content required by production
- Checking that production meets customer requirements
- Making recommendations to improve leather production
- Presenting proposals that are clear and present all the salient points and meet company objectives

Regulations, rules and guidelines

(SKSL3v2)

- statutory responsibilities under the Health, Safety and Environmental legislation
- the organisation's rules, codes, guidelines and standards
- the hazards associated with the machines and the safety precautions that must be taken

Workplace skills

(SKSL3v2)

- Communicate effectively with colleagues and customers
- Maintain good working relationship with colleagues
- Complete clear and accurate records in accordance with company requirements about
 - the agreed action to remedy the faults
 - the action taken
- Using different types of documentation
- Comply with written instructions
- Complete forms, reports and other documentation

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Minimum requirements when assessing this unit

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Evidence Of Achievement

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Centres will need to devise assessment tasks which should be practical

wherever possible. These tasks could be put together into one overarching assignment for the unit, or be a series of smaller separate tasks.

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Additional Information

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Aspects of Design within the Apparel, Footwear or Leather Industry

Unit Reference	K/601/7856
Level	3
Credit Value	7
Guided Learning Hours	40
Unit Summary	This unit covers the various stages in the design process. Learners will learn how mood boards, market research and customer profiling can be used to help develop designs. They will also learn how to communicate their ideas through a variety of drawing and other techniques, and will have the opportunity to develop a number of designs based on the analysis of their own research
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Understand the sector market and how trends are predicted	1.1 Demonstrate how to predict trends of the sector's market, including <ul style="list-style-type: none"> • seasonal trends • design functions
2. Be able to communicate ideas and technical information through different media	2.1 Use different media to communicate ideas and technical information, including <ul style="list-style-type: none"> • a research sketch book • mood/story boards • design development sheets • information technology

3. Be able to select and use a wide range of media to produce a range of fashion illustrations

3.1 Present final designs, including

- presentation drawings
- working drawings

Mapping to National Occupational Standards

SKSFL4v2 - Design products using CAD systems

SKSFL5v2 - Create digitised patterns using CAM systems

SKSFL6v1 - Create basic patterns for footwear / leathersgoods / saddlery products

SKSAMT5 – Assess and develop given apparel designs

SKSAMT19 – Investigate markets, materials and styles

Supporting Unit Information

K/601/7856 Aspects of design within the apparel, footwear or leather industry – Level 3

Indicative Content

The indicative content for this unit has been imported from Y/502/6400 Aspects of design within the textile industry which has similar content. The indicative content here needs to be contextualised for the apparel, footwear or leather industry.

Learning Outcome 1. Understand the sector market and how trends are predicted

How to research design trends, competitor markets and market developments

Sources of records, archives and sample libraries and how to make effective use of them

Identifying relevant data and how to use them

Sources of information regarding legislative requirements

Learning Outcome 2. Be able to communicate ideas and technical information through different media

Identify and assess customer requirements

Research alternatives for realising customer requirements

Select suitable materials and components

Develop the initial design concept

Consider cost constraints on the design

Produce a visual interpretation of the design using a variety of formats

Would expect use of I.T.

Could also consider

Production processes and machine capabilities

Materials and their characteristics

Customer pricing structures and policies

How to establish the fitness for purpose of the textile product

The construction of textile products

Types of visual interpretation

How to maintain records

Customer sampling procedures
Customer approval procedures

Learning Outcome 3. Be able to select and use a wide range of media to produce a range of fashion illustrations

Could consider the following

Identifying customer requirements and assessing how they can be met

Conducting research and gather relevant information to enable customer requirements to be met

Interpreting and incorporating customer requirements into the initial design and selecting an appropriate method to visually present it

Producing a visual interpretation of the design for presentation to the customer and obtaining customer approval to proceed with development

Gathering and collating relevant information for design development from appropriate people

Recording customer requirements accurately and fully

Identifying and selecting appropriate materials and components to meet requirements

Providing information on sources of supply of materials and components to the appropriate people

Developing designs which take into account customer cost constraints

Providing accurate information and prototype design specification for sample production

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Minimum requirements when assessing this unit

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Evidence Of Achievement

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Centres will need to devise assessment tasks which should be practical wherever possible. These tasks could be put together into one overarching assignment for the unit, or be a series of smaller separate tasks.

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- Product evidence
- Observation reports
- Oral / written questions and answers
- Reports / notes
- Worksheets / workbooks
- Witness statements
- Taped evidence (video or audio)
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- Case studies / assignments

- Interview / discussion

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Additional Information

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Professional Practice / Preparation for Employment within the Apparel, Footwear or Leather Industry

Unit Reference	M/601/7857
Level	3
Credit Value	7
Guided Learning Hours	40
Unit Summary	<p>This unit is designed to help prepare learners for a role within apparel/footwear/leather or other related business. The work will cover current professional practices and the uses of computer-based technology to produce high quality paper based personal presentations.</p> <p>The work will cover the production of detailed reports and the methods used to present oneself in a business situation</p>
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Understand the workings of a company specific to the sector the learner is working/intends to work in	1.1 Produce a report giving an overview of their chosen company
2. Be able to produce a report to meet a specific task	2.1 Produce a report which <ul style="list-style-type: none"> • details an item of professional practice in the specific area of expertise investigated by the

	<p>learner</p> <ul style="list-style-type: none"> • includes any suggested opportunities for improvement which could be made
<p>3. Be able to produce business contextualised paperwork, giving information about oneself</p>	<p>3.1 Produce a range of paper based items to be used in a business context, including</p> <ul style="list-style-type: none"> • computer generated CV • business card • letter of application for a real or fictional position
<p>Mapping to National Occupational Standards SKSA2SK1v2 – Manage your own resources and professional development SKSB1v2 – Develop and implement operational plans for your area of responsibility</p>	

Supporting Unit Information

M/601/7857 Professional practice / preparation for employment within the apparel, footwear or leather industry – Level 3

Indicative Content

The indicative content for this unit has been imported from D/502/6401 Professional practice / preparation for employment within the textile industry which has similar content. The indicative content here needs to be contextualised for the apparel, footwear or leather industry.

Learning Outcome 1. Understand the workings of a company specific to the sector the learner is working/intends to work in

Need to look at

What the business does – the market it operates in

The type/size of the business, e.g. sole trader, partnership, private/public limited, franchise, national/multinational etc

Its organisational structure - various departments, how they link together, the communication systems in place, how the individual's role fits into the overall

Links with other companies, e.g. suppliers, customers

Profile of work force

Learning Outcome 2. Be able to produce a report to meet a specific task

Learner needs to be given a real/simulated report to complete which should provide opportunities for extended research

Production of report should be in line with company policies and procedures

Presentation should take into account professional protocols and practices

Report can be written or as an oral presentation. If oral presentation learners should have written evidence to support their research, findings and recommendations in line with company policies and procedures, professional protocols and practices

Learning Outcome 3. Be able to produce business contextualised paperwork, giving information about oneself

Learner needs to be given a real/simulated tasks to produce paper work appropriate for the tasks, and in line with company policies and

procedures, professional protocols and practices

The list in the assessment criteria is not exclusive, but any evidence produced should include the documents listed

Teaching Strategies And Learning Activities

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Methods Of Assessment

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Managing Customer Relations within the Apparel, Footwear or Leather Industry

Unit Reference	T/601/7858
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	This unit will enable the learner to understand the different ways in which customers need to be handled within the working environment. The unit will cover all types of customer from trade to retail and in face-to-face situations as well as remotely
Learning Outcomes (1 to 7) <i>The learner will</i>	Assessment Criteria (1.1 to 7.1) <i>The learner can</i>
1. Know the legal requirements and related Acts in respect of sales	1.1 Describe the legal requirements and related Acts in respect of sales
2. Be able to respond to customer enquiries by telephone and in person	2.1 Respond to customer enquiries by telephone and in person
3. Be able to deal with customers face-to-face	3.1 Demonstrate how to communicate with customers face-to-face

<p>4. Know the products and services that are on offer across the business</p>	<p>4.1 Identify the products and services that their company offers</p>
<p>5. Be able to conduct presentations of products to clients</p>	<p>5.1 Plan and carry out a presentation of products to a peer group</p> <p>5.2 Respond to customer questions concerning products</p>
<p>6. Know how to deal with customer/client complaints</p>	<p>6.1 Identify strategies which may be used when dealing with difficult customers making complaints about the products and service the company offers</p>
<p>7. Be able to carry out a complete sale to a range of customers</p>	<p>7.1 Conduct a complete sale to a range of customers. For each sale</p> <ul style="list-style-type: none"> • prepare a breakdown of the selling techniques used • explain how it was modified according to the type of customer
<p>Mapping to National Occupational Standards SKSF3v2 – Manage business processes SKSFL25v2 - Organise the delivery of reliable customer service SKSFL32v2 - Monitor and solve customer service problems</p>	

Supporting Unit Information

T/601/7858 Managing customer relations within the apparel, footwear or leather industry – Level 3

Indicative Content

Mapping to standards SKSF3v2, SKSFL25v2, SKSFL32v2:

The key areas of knowledge and understanding

(SKSF3v2)

- Know and understand, in context:
 - your organisation's aims and goals
 - your organisation's structure, values and culture
 - how your organisation adds value through delivering its products, services and processes
 - the needs of your actual and potential customers and other key stakeholders
 - your organisation's products, services and processes, and the interdependencies between them
 - measures of process performance that are relevant to your organisation

(SKSFL25v2)

- organisational procedures for unexpected situations and your role within them
- resource implications in times of staff sickness and holiday periods and your responsibility at these times
- the importance of having reliable and fast information for your customers and your organisation
- organisational procedures and systems for delivering customer service
- how to identify useful customer feedback and how to decide which feedback should be acted on
- how to communicate feedback from customers to others
- organisational procedures and systems for recording, storing, retrieving and supplying customer service information
- legal and regulatory requirements regarding the storage of data

(SKSFL32v2)

- organisational procedures and systems for dealing with customer service problems
- organisational procedures and systems for identifying repeated

customer service problems

- how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers
- how to negotiate with and reassure customers while their problems are being solved

The skills and techniques

(SKSFL25v2)

- Plan delivery
- Organise delivery
- Maintain delivery
- Customer expectations
- Balance time
- Respond appropriately
- Take action
- Reliability of service
- Record information
- Select information
- Retrieve information
- Supply information

(SKSFL32v2)

- Solve problems
- Work with others
- Keep customers informed
- Repeated problems
- Choose amongst options
- Avoid problems
- Inform
- Monitor changes
- Adjust changes

Regulations, rules and guidelines

(SKSFL3v2)

- To comply with the organisation's guidelines and standards relating to work objectives
- Workplace health, safety and environmental requirements
- Reporting procedures
- Limits of personal responsibility

(SKSFL25v2)

- industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work
- industry/sector requirements for the development or maintenance of knowledge, understanding and skills

Workplace skills

(SKSF3v2)

- Communicate effectively with colleagues
- Comply with written and aural instruction
- Complete forms, reports and other documentation following organisational guidelines
- Keep accurate records
- Report problems outside area of responsibility to the appropriate person

(SKSFL25v2)

- The members, purpose and objectives of your team
- The work required of your team
- The available resources for undertaking the required work
- The organisation's written health and safety policy statement and associated information and requirements
- Your team's plan for undertaking the required work
- The skills, knowledge and understanding, experience and workloads of team members
- Reporting lines in the organisation and the limits of your authority
- Organisational standards or levels of expected performance
- Organisational policies and procedures for dealing with poor performance
- Organisational performance for appraisal systems

Teaching Strategies And Learning Activities

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Any teaching activities need to relate to realistic work situations.

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Methods Of Assessment

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Minimum requirements when assessing this unit

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Evidence Of Achievement

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Additional Information

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Buying (Import/Export) Within the Apparel, Footwear or Leather Industry

Unit Reference	A/601/7859
Level	3
Credit Value	9
Guided Learning Hours	60
Unit Summary	This unit will enable the learner to understand the principles of buying external goods and services particularly related to outsourced products and production
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand cost principles and its application to apparel / footwear / leather manufacture	1.1 Define cost principles and its application to apparel / footwear / leather manufacture
2. Know how to research outsourced manufacturing capabilities using various methods	2.1 Identify methods of finding outsourced manufacturing capabilities
3. Be able to evaluate the costs and logistics	3.1 Demonstrate how to outsource a product as if it were being outsourced to another country for

of outsourced production	manufacture
4. Know about social and cultural diversity of differing locations	4.1 Identify the cultural issues that could surround the manufacturing of the product in this country
5. Understand the legal requirements of importing and exporting products	5.1 Describe the legal requirements of <ul style="list-style-type: none"> • importing products • exporting products
6. Know how to maintain quality control procedures for outsourced products and services	6.1 Describe how to maintain quality control procedures for outsourced products and services

Mapping to National Occupational Standards

SKSAMT2 - Monitor compliance with requirements in garment construction

SKSAMT19 – Investigate markets, materials and styles

SKSAMTC4 – Maximise product sales in a retail environment

SKSAMTB8 – Ensure compliance with legal, regulatory, ethical and social requirements

Supporting Unit Information

A/601/7859 Buying (import/export) within the apparel, footwear or leather industry – Level 3

Indicative Content

The indicative content for this unit has been imported from H/502/6400 Buying including import/export within the textile industry which has similar content. The indicative content here needs to be contextualised for the apparel, footwear or leather industry.

Learning Outcome 1. Understand cost principles and its application to apparel/footwear/leather manufacture

Cost principles e.g.

- direct/indirect
- fixed/variable
- view in relation to Sales and Profit
- allowable/unallowable
- reasonable/unreasonable
- necessary/unnecessary

Learning Outcome 2. Know how to research outsourced manufacturing capabilities using various methods

Use various sources such as internet, recommendation, employer organisations, trade associations, etc.

Need to have clear ideas of what want, what prepared to pay etc.

Clear idea about why outsourcing e.g.

- cost savings
- enable focus on Core Business
- cost restructuring
- improving quality
- accessing Operational expertise/talent
- capacity management
- catalyst for change
- enhance capacity for innovation
- reduce time to market

Learning Outcome 3. Be able to evaluate the costs and logistics of outsourced production

Learners need to be presented with a scenario to complete the exercise as laid out in the assessment criteria.

Consider all the issues above and apply to situation

Have to consider

Quality issues, cost, security, regulation etc

Learning Outcome 4. Know about social and cultural diversity of differing locations

Need to be aware of these issues and how these might impact on practices, use of materials etc

Moral and Ethical issues

Learning Outcome 5. Understand the legal requirements of importing and exporting products

Trade tariffs. Legal aspects of labels and descriptions – importing.

As an exporter

- Check any export restrictions, such as whether an export licence is required
- Check the legal requirements in the destination country. These include whether an import licence is needed, local product standards, labelling requirements, restrictions on marketing and so on.
- May also want to take steps to protect your intellectual property - for example, with an overseas patent or trade mark registration.
- The export contract should make it clear what your responsibilities for delivery are, including who will handle overseas taxes and customs clearance.
- Essential to confirm what customs tariffs are payable and who is responsible for payment. Negotiating the right payment method is vital. Enforcing contracts overseas can be difficult and expensive, particularly in countries outside the EU. Unless you know and trust the customer, you may want to insist on a payment method such as a letter of credit.

As an importer

- Check UK import regulations which may impose bans or licensing requirements on some products.
- Check that any import meets UK requirements in terms of product

safety, labelling and so on. Check whether you are likely to be affected by any overseas regulations in the country where you are sourcing the supplies - for example, any local export taxes or requirements for an export licence.

- Check requirements for customs clearance
- Check if import duty and VAT may be payable; customs duty rates depend on the product and country of origin.

Learning Outcome 6. Know how to maintain quality control procedures for outsourced products and services

Check have the following questions been answered

- Is this really value for money?
- How much will it cost in the longer term, i.e. more than say 3-5 years?
- Is there a likelihood of regular increases in charges thus reducing any possible projected savings?
- What do we do if costs escalate? Are there other providers of similar services?
- Can we really afford to lose control of certain areas of our business and more importantly those connected to databases and communication networks?
- Have we assessed the likely effects on our customers?
- What is the fallback position should the outsourcing not be successful?
- Can we trust the chosen company to deliver to our standards?
- How quickly could we bring services back 'in-house' if there is a problem?
- Is this really in the best interests of all the company stakeholders?

Could establish an 'in-house' manager and support team, drawn together from the various outsourced specialist areas, to scrutinize the contracts and the level of services that are provided by the company with the outsourced contract. This team should be tasked to liaise and negotiate directly with the providers to ensure that quality, timing, standards, delivery schedules, and most of all costs, are meeting demands. Outsourcing requires managerial and financial control for success.

Any quality checking needs to be costed.

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Additional Information

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Supervisory Management – Team Leadership within the Apparel, Footwear or Leather Industry

Unit Reference	M/601/7860
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	This unit will provide the learner with the principles and practices needed to provide leadership to a team. Topics covered include communication, setting of objectives, different styles of leadership, motivating and supporting, and the importance and benefits of encouraging others
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Know about the different ways of communications with the team	1.1 Describe the different ways of communicating effectively with the team
2. Know how to set objectives	2.1 Explain the importance of objective setting, and of setting unobtainable objectives and the implications that were involved
3. Know about different styles of leadership	3.1 Assess the appropriateness of different leadership styles and methods of communication that applies in a business environment

<p>4. Know how to motivate, support and encourage team members</p>	<p>4.1 Evaluate the methods and the benefits to be obtained by motivating people within a team</p>
<p>5. Understand the benefits of encouraging others</p>	<p>5.1 Describe the importance and benefits of encouraging others within the team</p>
<p>Mapping to National Occupational Standards SKSD2v3 – Develop productive working relationships with colleagues and stakeholders SKSF3v2 – Manage business processes SKSAMTF12 – Improve organisational performance SKSD5v3 - Allocate and check work in your team</p>	

Supporting Unit Information

M/601/7860 Supervisory management – team leadership within the apparel, footwear or leather industry – Level 3

Indicative Content

Mapping to standards SKSD2v3, SKSD5v3, SKSAMTF12:

The key areas of knowledge and understanding

(SKSD2v3)

- the benefits of developing productive working relationships with colleagues and stakeholders
- principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders

(SKSD5v3)

- different ways of communicating effectively with members of a team
e.g.
Verbal - formal - team briefings, interviews - selection, disciplinary, counselling, welfare, meetings, presentations
- informal - team meetings, one to one communications, giving instructions
Written - formal - reports, memos, instructions, presentations, notice board,
- informal - e mails, memos, notes
Visual – products, specifications, work manuals, flow charts, performance charts
- why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so
- ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated
- how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements

The skills and techniques

(SKSAMTF12)

- use a range of leadership styles as appropriate to different people and situations
e.g. Autocratic team leader - direct
Laissez-faire team leader - delegate
Democratic team leader - advise / consult
Participative team leader - coach / share

Regulations, rules and guidelines

(SKSD2v3)

- to comply with the organisation's guidelines and standards relating to work objectives
- workplace health, safety and environmental requirements
- reporting procedures
- limits of personal responsibility

Workplace skills

(SKSD5v3)

- The members, purpose and objectives of your team.
- The work required of your team to include responsibilities and accountability taking into account, personalities, attitude, experience

Teaching Strategies And Learning Activities

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involve exchanging information about different businesses if learners are in work situations.

Methods Of Assessment

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Additional Information

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Manage Information for Action within the Apparel, Footwear or Leather Industry

Unit Reference	T/601/7861
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	This unit will enable the learner to understand the efficient management of information within a given area of responsibility. It covers the gathering of information needed, providing information needed by a team leader, advice to others and the holding of meetings
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.3) <i>The learner can</i>
1. Understand the importance to a team leader of gathering all types of valid information	1.1 For a given situation, detail the information that would need to be gathered before any action is taken. This should include <ul style="list-style-type: none"> • the location • type • validity • any problems envisaged in obtaining the documentation
2. Understand the importance of effectively communicating the types of information	2.1 Demonstrate to employees the principles involved in effective communication to be used in a workplace (shop-floor or office)

<p>and advice which other people may require</p>	
<p>3. Understand the factors to be considered when organising, leading and recording the outcomes of meetings</p>	<p>3.1 Set up, organise and chair a meeting</p> <p>3.2 Produce details of the meeting, including</p> <ul style="list-style-type: none"> • notice of meeting • agenda • minutes • actions <p>3.3 Produce a critical self-appraisal as to the choice of the leadership style used and the effectiveness of the meeting</p>
<p>Mapping to National Occupational Standards</p> <p>SKSAMTB6 – Provide leadership in your area of responsibility</p> <p>SKSD2v3 – Develop productive working relationships with colleagues and stakeholders</p> <p>SKSF3v2 – Manage business processes</p> <p>SKSAMTF12 – Improve organisational performance</p>	

Supporting Unit Information

T/601/7861 Manage information for action within the apparel, footwear or leather industry – Level 3

Indicative Content

The indicative content for this unit has been imported from K/502/6403 Manage information for action within the textile industry which has similar content. The indicative content here needs to be contextualised for the apparel, footwear or leather industry.

Learning Outcome 1. Understand the importance to a team leader of gathering all types of valid information

Consider

- Information handling – the importance of gathering, validating, and analysing information to the team and organisational effectiveness and the team leader's role and responsibility in relation to this.
- Types of information – both qualitative and quantitative that are essential to the role and responsibilities of a team leader.
- How to gather the information needed for the role of a team leader and the types of problems that may occur when gathering the information, and how to overcome them.
- How to store and record the information a team leader may need

Learning Outcome 2. Understand the importance of effectively communicating the types of information and advice which other people may require

Consider

- How to give information and advice effectively both orally and in writing.
- The importance of confirming the recipient's understanding of the information and advice provided, and how to do this.
- The importance of seeking feedback on the quality and relevance on the information provided and how to encourage and enable feedback.
- The types of information and advice that other people may require.
- The principles of confidentiality when handling information and advice; the types of information and advice, which may be provided to different people within the policies, procedures, and resource constraints of the organisation.

Learning Outcome 3. Understand the factors to be considered when organising, leading and recording the outcomes of meetings

Consider

- Leadership styles which can be used to run meetings and how to manage discussions so that the objectives of the meeting are met.
- How to determine if a meeting is the most effective way of exchanging information and making decisions and possible other alternatives that may be used.
- Recording outcomes and actions.

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Manufacturing Techniques within Footwear Production

Unit Reference	R/601/7852
Level	3
Credit Value	9
Guided Learning Hours	60
Unit Summary	This unit will inform the learner of a range of footwear constructions, basic foot anatomy, and methods of joining the component parts of footwear together
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Understand the development of the foot from infancy to maturity and the implications in the manufacture of footwear	1.1 Identify the anatomy of the foot 1.2 Describe <ul style="list-style-type: none"> • how the foot develops from infancy to maturity • the implications of the development of the foot for the manufacture of footwear
2. Know the processes required to manufacture a range of uppers typical to the learner's area of employment	2.1 Produce a closing specification for at least three different styles of uppers
3. Know the	3.1 Identify commonly used adhesives, and

<p>adhesives used in footwear manufacture</p>	<p>explain</p> <ul style="list-style-type: none"> • their uses • steps to ensure a good bond • possible causes of bond failure • health and safety issues relating to use
<p>4. Know about different stitch types</p>	<p>4.1 Identify the different stitch formations used in footwear manufacture</p> <p>4.2 Explain when each stitch formation (in 4.1) would be used and give reasons why</p>
<p>5. Understand the processes involved in the manufacture of footwear</p>	<p>5.1 Describe the processes involved in the manufacture of footwear by the following constructions</p> <ul style="list-style-type: none"> • stuck-on cemented • direct moulded PVC • direct moulded PU • direct moulded vulcanised • goodyear welted • veldtschoen <p>5.2 Describe the processes involved in the manufacture of footwear by the following methods of lasting</p> <ul style="list-style-type: none"> • sewn in sock • string lasted <p>5.3 Describe in detail the process and operation involved in the production of footwear, utilising one of the styles in 5.1</p>
<p>Mapping to National Occupational Standards SKSFL2v2 - Contribute to production flow by carrying out complex footwear / leathersgoods / saddlery product operations SKSFL3 - Create complex patterns for footwear / leathersgoods / saddlery products</p>	

SKSFW3v2 - Carry out multiple operations in footwear manufacture

SKSFW4v2 - Carry out upper making / leathersgoods / saddlery closing /
machining and
associated operations

SKSMSP2 - Maintain the quality of production working with textiles, leather
and materials

Supporting Unit Information

R/601/7852 Manufacturing techniques within footwear production – Level 3

Indicative Content

Mapping to standards SKSFW3v2, SKSFL3, SKSFL2v2, SKSFW4v2:

The key areas of knowledge and understanding

(SKSFW3v2)

- which styles of footwear are currently being produced
- what the production sequence is and the timing of key operations
- which tools, equipment, settings and materials are needed for each operation

(SKSFL3)

- The alterations in the form of the foot during maturity
- The main capabilities, restrictions and characteristics of material / adhesives

The skills and techniques

(SKSFL2v2)

- Cutting operations
- Complex closing and associated operations
- Lasting and making operations
- Finish footwear

(SKSFW4v2)

- Joining and associated operations
- Using the tools, equipment, settings and materials needed for each operation

Regulations, rules and guidelines

(SKSFW3v2)

- statutory responsibilities under Health, Safety and Environmental legislation
- the organisation's rules, codes, guidelines and standards
- equipment operating procedures
- manufacturer's instructions

Workplace skills

(SKSFW3v2)

- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete forms, reports and other documentation
- Checking specifications
- Estimating materials

(SKSFL3)

- Taking measurements

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Materials Used In the Manufacture of Footwear

Unit Reference	H/601/7855
Level	3
Credit Value	9
Guided Learning Hours	60
Unit Summary	<p>This unit will ensure that the learner has an understanding of the materials used in the production of footwear that they will encounter during their working experience. This unit will also cover aspects of the relationship of materials, cost and end use.</p> <p>Learners will acquire the skills to recognise materials, their performance characteristics and to evaluate their suitability for end use</p>
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Know about the production and characteristics of materials used in shoe manufacture	<p>1.1 Describe the production of upper leather.</p> <p>1.2 Describe the production of coated fabrics, and compare their shoe making and wear properties with those of leather</p> <p>1.3 Describe fabric manufacturing processes, relating fabric structure to properties</p> <p>1.4 Describe the main types of soling materials in common use</p>

<p>2. Understand the manufacturing processes and properties of various shoe threads</p>	<p>2.1 Identify the manufacturing processes and properties of various shoe threads</p> <p>2.2 Compare the manufacturing processes and properties of various shoe threads</p>
<p>3. Understand the manufacture and properties of insole boards and their suitability for use</p>	<p>3.1 Identify the manufacture and properties of insole boards and their suitability for use in the production of footwear</p> <p>3.2 Compare the manufacture and properties of insole boards and their suitability for use in the production of footwear</p>
<p>4. Know about the main types of toe puff and heel stiffener, and their suitability for use</p>	<p>4.1 Identify the main types of toe puff and heel stiffener, and evaluate their suitability for use in the production of footwear</p>
<p>5. Understand the design features of grindery used in footwear construction</p>	<p>5.1 Explain the design features of grindery used in footwear construction</p>
<p>6. Understand the selection process of materials for footwear production</p>	<p>6.1 Select a number of products from their workplace and explain the materials choice made for each including considerations of</p> <ul style="list-style-type: none"> • characteristics • cost • performance
<p>Mapping to National Occupational Standards SKSMSP7B - Support the quality of production SKSFW1v2 - Carry out basic operations within footwear</p>	

SKSFW2v2 - Carry out ancillary footwear operations
SKSFW3v2 - Carry out multiple operations in footwear manufacture
SKSFW5v2 - Carry out lasting, making and associated operations
SKSFW8v2 - Carry out component moulding operations
SKSFW10v1 - Carry out complex lasting, making and associated operations
in handcraft bespoke / orthopaedic footwear
SKSFDT1 - Footwear Product Development

Supporting Unit Information

H/601/7855 Materials used in the manufacture of footwear – Level 3

Indicative Content

Mapping to standards SKSFW3v2, SKSFW5v2, SKSFW8v2, SKSFDT1, SKSFW2v2, SKSFW10v1:

The key areas of knowledge and understanding

(SKSFW3v2)

- which tools, equipment, settings and materials are needed for each operation

(SKSFW5v2)

- what the common characteristics are of the material being used in lasting and making operations

(SKSFW8v2)

- what the varying characteristics are of the materials used for moulding, and the implications of not selecting the correct materials
- what the company tolerances are for the addition of regrind
- what the best practices are when using mould release agents

(SKSFDT1)

- material types and characteristics (leather, synthetic and textile)
- footwear construction methods
- foot comfort
- footwear manufacturing processes

The skills and techniques

(SKSFW2v2)

- Identification and use of materials including natural or synthetic materials used in the process of producing footwear component parts, or any component item used in the production of footwear and which may be made of natural or synthetic materials

(SKSFW10v1)

- Insole preparation including following prescription for insoles
- Hand lasting including following prescription for stiffening
- Sole and heel building including follow prescription for adaptations

(SKSFDT1)

- Sample making techniques – sewing, gluing, insertion of insoles etc.

- Foot/Last assessment and measurement

Regulations, rules and guidelines

(All)

- the organisation's rules, codes, guidelines and standards
- the production quality standards required
- equipment operating procedures
- statutory responsibilities under the Health, Safety and Environmental legislation
- manufacturer's instructions

Workplace skills

(All)

- Communicate effectively with colleagues and customers
- Maintain good working relationship with colleagues
- Comply with written instructions

- Complete forms, reports and other documentation
- Taking measurements
- Estimating materials

Teaching Strategies And Learning Activities

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, should be considered and appropriate support mechanisms put in place.

This qualification is designed to provide underpinning knowledge to the competence based units in the apprenticeship framework.

Any teaching activities need to relate to realistic work situations.

If learners are undergoing an induction programme within an organisation, this should be the teaching and learning vehicle which is used to deliver the unit.

Learners could be encouraged to discuss their experiences. This could involve exchanging information about different businesses if learners are in work situations.

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 complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical wherever possible. These tasks could be put together into one overarching assignment for the unit, or be a series of smaller separate tasks.

Evidence presented is not prescribed for each learning outcome. It could typically include

- 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
- Interview / discussion

This is not an exhaustive list and learners should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the learning outcomes and assessment criteria.

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

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

Additional Information

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site www.abcawards.co.uk under Fashion and Textiles.

Garment Production – Tailored Garments

Unit Reference	A/601/7862
Level	3
Credit Value	7
Guided Learning Hours	40
Unit Summary	This unit will enable the learner to understand the principles surrounding the production of bespoke tailored garments. It will also provide an understanding into the history, culture and future of this subsector
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.2) <i>The learner can</i>
1. Know about the historical development of the bespoke tailoring industry	1.1 Research the historical development of the bespoke tailoring industry
2. Know the sequence of construction of bespoke tailored garments	2.1 Explain the sequence of construction of <ul style="list-style-type: none"> • jackets • waistcoats • trousers
3. Know the different styles of bespoke tailored garments	3.1 Describe the different styles of <ul style="list-style-type: none"> • jackets • waistcoats • trousers

	<ul style="list-style-type: none"> • topcoats
<p>4. Know the trimmings commonly used for garment making and their uses</p>	<p>4.1 Describe the main types of trimmings used in tailored garments</p> <p>4.2 Explain the reasons for the choice of trimmings that companies might make</p>
<p>5. Know the stitches that are used in garment making</p>	<p>5.1 Describe the stitches that are used in garment making by</p> <ul style="list-style-type: none"> • hand • machine
<p>6. Know the main uses of try-on used in bespoke tailoring</p>	<p>6.1 Describe the main types of try-on used in bespoke tailoring and their stages of construction</p> <p>6.2 Evaluate and justify their use in differing situations</p>
<p>Mapping to National Occupational Standards</p> <p>SKSBCTT1 - Make Handcraft/Bespoke Trousers, Waistcoats Or Skirts: Basting</p> <p>SKSBCTT2 - Make Handcraft/Bespoke Trousers, Waistcoats Or Skirts: Adjustments and Pockets</p> <p>SKSBCTT3 - Make Handcraft/Bespoke Trousers, Waistcoats Or Skirts: Completion and Finishing</p> <p>SKSBCTT4 - Make Handcraft/Bespoke Coat: Baste Making</p> <p>SKSBCTT5 – Make Handcraft/Bespoke Coat: Forward Making</p> <p>SKSBCTT7 – Make Handcraft/Bespoke Coat: Finishing And Pressing</p>	

Supporting Unit Information

A/601/7862 Garment production – tailored garments – Level 3

Indicative Content

Mapping to standards SKSBCTT1, SKSBCTT3, SKSBCTT4:

The key areas of knowledge and understanding

(SKSBCTT1)

- the range of hand and machine stitches

(SKSBCTT3)

- a variety of fabrics and their suitable applications to construction
- the application of suitable threads and interfacing for chosen fabrics
- the principles of sewing
- the range and application of seams, darts, zips and hand stitches

(SKSBCTT4)

- stitches, including:
 - basting stitch
 - felling stitch
 - cross stitch
 - bartacks
 - backstitch
 - half backstitch
 - hemming stitch
 - serging stitch
 - side stitch
 - prick stitch
 - padding stitch
- use of needle and thimble whilst sitting and standing
- use of scissors, shears and iron
- use, care and maintenance of the sewing machine
- how garments are put together
- shrinking and stretching
- figure variations
- construction of specialised garments

The skills and techniques

(SKSBCTT1)

Hand sewing

- threading frames and needles
- using the needle and thimble
- backstitching
- using scissors
- mark stitching
- basting stitch
- ten pick ups and needle point control
- needle point position
- sewing with cotton
- felling stitch
- cross stitch, bartacks and half backstitch
- cutting notch lines of paper
- serging stitch, side stitch and prick stitch
- using shears
- using the iron

Machine sewing

- scissor cuts
- threading needle
- thread control
- guiding and stopping
- guiding a needle down a straight line
- sewing various lengths and stopping at fixed points
- sewing in bursts
- kneehand control
- sewing centre parallel lines including zigzag, and including with thread
- threading the machine including pull through
- changing the spool and the needle
- fixing and setting the guide
- stitch lengths
- tension adjustments
- sewing chain cut threads
- sewing and back tacking
- back tacking edge
- sewing a line in single ply and double ply
- sewing a seam in cloth
- ripping out seam sewing
- sewing back tack in cloth (on edge)
- sewing seam and back tacking
- sewing seam check cloth
- shrinking leg shape

- cleaning the machine

Regulations, rules and guidelines

(All)

- the company's systems and procedures
- relevant quality standards
- the company's rules, codes and guidelines
- health and safety in the workplace

Workplace skills

(All)

- communicate effectively with colleagues and customers
- make accurate estimates of fabrics and materials
- make accurate and detailed measurements

Teaching Strategies And Learning Activities

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Any teaching activities need to relate to realistic work situations.

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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 complete a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria

Centres will need to devise assessment tasks which should be practical wherever possible. These tasks could be put together into one overarching assignment for the unit, or be a series of smaller separate tasks.

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- 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
- Interview / discussion

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

For more information on assessment and evidence collection, please refer

to the ABC Awards web site.

Additional Information

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Garment Cutting - Tailored Garments

Unit Reference	F/601/7863
Level	3
Credit Value	11
Guided Learning Hours	60
Unit Summary	This unit will enable the learner to understand the principles of garment cutting as appropriate to bespoke tailored garments. It will also provide an understanding to the historical development of cutting individual garments and ways of dealing with customers face-to-face
Learning Outcomes (1 to 7) <i>The learner will</i>	Assessment Criteria (1.1 to 7.3) <i>The learner can</i>
1. Know about the historical development of retail bespoke cutting	1.1 Research the historical development of retail bespoke cutting
2. Be able to communicate with customers	2.1 Demonstrate how to communicate with customers <ul style="list-style-type: none"> • verbally • non-verbally • using different media
3. Know the methods of producing individual patterns for	3.1 Identify the ways in which patterns can be produced for customers

customers	3.2 Explain the ways of recording accurate information for repeat orders
4. Be able to take measures from customers and record details of style and figure types	4.1 Take measures from customers 4.2 Record the details of style and figure types from a customer for a tailored three piece suit
5. Know the fabrics used in tailored garments and make recommendations to the customer	5.1 Identify fabrics used in tailored garments and make recommendations to customers as to their suitability
6. Be able to recognise fabric faults	6.1 Identify fabric faults, including <ul style="list-style-type: none"> • slubs • knots • darns • thread breakages • dye issues
7. Understand the principles of marking on fabric	7.1 Explain the principles of marking on fabric 7.2 Demonstrate lay marking on the following fabric for a variety of sizes <ul style="list-style-type: none"> • plain • stripe • check 7.3 Estimate fabric lengths based on <ul style="list-style-type: none"> • size • style • pattern
Mapping to National Occupational Standards	

SKSBCTC1 - Prepare Materials And Trimmings For Bespoke Tailoring
SKSBCTC2 - Lay Patterns, Mark-In And Cut Cloth For Bespoke Tailoring
SKSBCTC4 - Construct Patterns For Bespoke Tailoring

Supporting Unit Information

F/601/7863 Garment cutting - tailored garments – Level 3

Indicative Content

Mapping to standards SKSBCTC2, SKSBCTC4:

The key areas of knowledge and understanding

(SKSBCTC2)

- types of cloth fault and their effect on finished garments
- acceptable lay positions accounting for cloth faults
- economical lays
- notations on garment ticket that determine the fitting required
- the principles of garment construction in a range of garments:
 - garment parts
 - position of parts
 - pockets, collars, and trouser waist finishes
 - inlays, cuts, darts and wedges
- cloth characteristics and behaviour:
 - tension
 - relaxation
 - distortion

(SKSBCTC4)

- making garments:
 - how garments are put together
 - problems encountered
 - shrinking and stretching
- garment patterns drafting and construction in relation to style
- block patterns
- figure variations
- construction of specialised garments
- pattern drafting for all garments

The skills and techniques

(SKSBCTC2)

- recognise which cloths are to be cut one way
- recognise cloth faults and judge severity
- position of patterns in relation to the grain of cloth
- place patterns so that stripes and checks appear correctly on finished

garment

- handle cloth and prepare for cutting
- use chalk to produce clear, accurate lines

(SKSBCTC4)

- drafting basic patterns for garments:
 - understanding the relevance and application of the given measurements
 - using graduated square
 - producing sharp lines
 - achieving line and balance
 - marking figurations
 - using block patterns
 - picturing the made up garment

Regulations, rules and guidelines

(SKSBCTC2 and SKSBCTC4)

- the company's relevant systems and procedures
- relevant quality standards
- the company's relevant rules, codes and guidelines
- health and safety in the workplace

Workplace skills

(SKSBCTC2 and SKSBCTC4)

- communicate effectively with colleagues and customers
- make accurate estimates of fabric and materials
- make accurate and detailed measurements and calculations

Teaching Strategies And Learning Activities

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, should be considered and appropriate support mechanisms put in place.

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Methods Of Assessment

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- Photographic evidence
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Additional Information

All learners must complete a Declaration of Authenticity and include it in their portfolio. The Declaration of Authenticity can be found on the ABC web site www.abcawards.co.uk under Fashion and Textiles.

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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.