

ABC Awards

SEG Awards ABC Level 3 NVQ Diploma in Manufacturing Textile Products

Qualification Guidance

England
[60002578]

Wales
[C0003015]

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 Level 3 NVQ Diploma in Manufacturing Textile Products

Qualifications and Pathways	
Level 3 NVQ Diploma in Manufacturing Textile Products	
Regulated	The qualifications, identified above, are regulated by Ofqual and Qualifications Wales
Assessment	Internal assessment, internal and external moderation Assessment must be in the workplace.
Grading	Pass
Progression	Learners could complete the ABC Level 3 Diploma in Textile Design and Manufacture which is the knowledge qualification linked to this competence qualification in the Level 3 Textiles Pathway of the Advanced Fashion and Textiles Apprenticeship Framework. 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.
Operational Start Date	22/12/2010
Review Date	31/07/2020
Operational End Date	31/08/2022
Certification End Date	31/08/2025
ABC Sector	Fashion and Textiles
Ofqual SSA Sector	4.2 Manufacturing Technologies
Stakeholder support	Skillset
Contact	See ABC website for the Centre Support Officer responsible for this qualification

Level 3 NVQ Diploma in Manufacturing Textile Products

Learners must achieve a minimum of 37 credits, 12 credits must come from the mandatory units in Group A. A minimum of 21 credits must come from Group B, with the remaining 4 credits coming from Groups B or C.

Units	Level	Credit Value	GLH
Group A Mandatory Units			
Health, safety and security at work [K/502/1072]	2	3	20
Contribute to the continuous improvement of operations [K/502/5980]	3	9	55
Group B Optional Units			
Configure and prove production machinery [J/502/6120]	3	8	50
Monitor and sustain equipment performance [L/502/6121]	3	8	50
Service textile machinery and equipment [R/502/6122]	3	8	50
Provide technical input to bulk production [Y/502/6123]	3	8	50
Conduct sample analysis [D/502/6124]	3	8	50
Produce prototype samples [H/502/6125]	3	8	50
Conduct pre-production trials [K/502/6126]	3	8	50
Contribute to product development [M/502/6127]	3	9	57
Develop designs for textile products [D/502/6138]	3	8	50
Develop colour recipes for initial colour samples [K/502/6143]	3	8	50
Prove colour recipes for bulk production [H/502/6142]	3	8	50
Develop finishing processes and produce samples [A/502/6146]	3	8	50
Prove finishing routines for bulk production [L/502/6152]	3	8	50
Control textile testing procedures [D/502/6155]	3	8	50

Check calibration of equipment [F/502/6164]	3	8	50
Ensure compliance with legal, regulatory, ethical and social requirements [H/600/9609]	4	5	25
Plan, allocate and monitor work of a team [Y/600/9669]	3	5	25
Group C Optional Units			
Develop and evaluate operational plans for own area of responsibility [Y/600/9588]	5	6	25
Provide leadership and direction for own area of responsibility [T/600/9601]	4	5	30
Develop working relationships with colleagues and stakeholders [K/600/9661]	4	4	20

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.

Entry Requirements	Learners will need to have access to the real work environment					
Age Range	Pre 16		16 – 18	✓	19 +	✓
LARS Reference	60002578					
Recommended GLH²	220					
Recommended TQT³	370					
Credit Value	37					
Type of Funding Available	See LARS (Learning Aim Rates Service)					
Minimum Qualification Fee	See ABC web site for current fees and charges					
Unit Fee	Unit fees are based upon a unit's individual credit value. Please see the ABC web site for the current fee charged per credit.					
Additional Information	See ABC website for resources available for this qualification					

² See Glossary of Terms

³ See Glossary of Terms

Qualification Overview

Introduction

This qualification has been written to provide the competence component of the Textile Pathway of the Skillset Advanced Fashion and Textiles Apprenticeship Framework.

Aims

The ABC Level 3 NVQ Diploma in Manufacturing Textile Products aims to provide the knowledge and understanding to support the new ABC Level 3 Diploma in Textile Design and Manufacture within the Textile Pathway of the Skillset Advanced Fashion and Textiles Apprenticeship Framework.

Target Group

This qualification is designed for those learners who are working within the Fashion and Textile industry producing textiles.

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

Learners who successfully complete this competence qualification could complete the new ABC Level 3 Diploma in Textile Design and Manufacture as part of the new Advanced Fashion and Textile Apprenticeship Framework for Skillset.

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

Tutor/Assessor Requirements

We require those involved in the assessment process to be suitably experienced and / or qualified. In general terms, this usually means that

the assessor is knowledgeable of the subject / occupational area to a level above that which they are assessing.

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

Language

These specifications and associated assessment materials are in English only.

Unit Details

Health, Safety and Security at Work

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

	<p>and manufacturers instructions</p> <p>1.6 Demonstrate safe handling and lifting techniques</p> <p>1.7 Demonstrate correct use and maintenance of any protective clothing and/or equipment</p> <p>1.8 Comply with personal responsibilities under the Health & Safety at Work Act / COSHH</p> <p>1.9 Identify who the nominated first aiders are</p>
<p>2. Be able to monitor the workplace for hazards</p>	<p>2.1 Identify hazardous substances that are used in the workplace and demonstrate methods of making them safe or reducing their danger in the event of an accident</p> <p>2.2 Identify hazards posed by machinery that is used in the workplace and demonstrate methods of making safe or reducing their danger in the event of an accident</p> <p>2.3 Demonstrate how to handle and store hazardous substances including debris</p> <p>2.4 Demonstrate how to store materials and equipment</p> <p>2.5 Explain what the most likely accidents and emergencies in the workplace are and how to deal with them</p> <p>2.6 Comply with personal responsibilities under the COSHH (Control of Substances Hazardous to Health)</p>
<p>3. Be able to contribute to workplace security</p>	<p>3.1 Outline and comply with the organisation's rules, codes, guidelines and standards relating to security</p> <p>3.2 Explain how to deal with loss of property</p>

Mapping to National Occupational Standards

This unit relates to Skillfast-UK's Manufacturing Textile Products 2010
HS1

Supporting Unit Information

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

Indicative Content

The competent person must

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

The key areas of knowledge and understanding

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

The skills and techniques

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

Regulations, rules and guidelines

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

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

Workplace skills

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

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

ABC expects that staff will be appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff

should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

Evidence Of Achievement

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

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

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

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

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

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

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

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

Additional Information

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

Contribute To the Continuous Improvement of Textile Manufacturing Operations

Unit Reference	K/502/5980
Level	3
Credit Value	9
Guided Learning Hours	55
Unit Summary	<p>This unit is for those who identify ways in which to improve work activities; contribute to overcoming operational problems; be responsible for taking corrective action themselves; making recommendations for changes and improvements to work activities and processes.</p> <p>The job role will involve</p> <ul style="list-style-type: none"> • identifying opportunities for improving operations • making recommendations to resolve them
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.3) <i>The learner can</i>
1. Be able to deal with operational problems	<p>1.1 Identify common problems and their causes which may occur with work operations</p> <p>1.2 Report problems in operations to appropriate people in line with organisational procedures, suggesting possible solutions</p> <p>1.3 Take appropriate corrective action within limits of their own authority to resolve common problems</p>
2. Be able to make a	2.1 Identify potential improvements to the efficiency

<p>contribution to activities to improve operations</p>	<p>of operations</p> <p>2.2 Make recommendations for improvements to operations to appropriate people in accordance with organisational procedures to include</p> <ul style="list-style-type: none"> • reasons for recommendations • resources needed to implement them • possible implementation plans <p>2.3 Contribute to the implementation of an improvement plan</p>
<p>Mapping to National Occupational Standards This unit relates to Skillfast-UK’s Manufacturing Textile Products 2010 TEX 21</p>	

Supporting Unit Information

K/502/5980 Contribute to the continuous improvement of textile manufacturing operations - Level 3

Indicative Content

The competent person must

- Identify operational problems
- Take corrective action
- Make recommendations for changes to work activities
- Gather information on how work activities can be improved
- Help to implement improvements in work processes

The key areas of knowledge and understanding

- Likely problems with work operations and their causes
- Appropriate forms of corrective action to solve such problems
- The limits of your own authority when taking corrective action
- Who to inform of problems and possible solutions
- The types of information needed to assess the nature of problems and where it can be obtained
- Sources of potential improvements to work operations and their implications
- How to support recommendations with appropriate information
- Who to present recommendations to

The skills and techniques

- Identifying problems in work operations and their causes accurately and promptly
- Taking corrective action to resolve problems within your own area of responsibility
- Sharing suggestions and ideas for solving problems with other relevant people
- Reporting problems in operations and making recommendations for corrective action to appropriate people
- Obtaining accurate and up-to-date information about work operations within your own area of responsibility
- from relevant sources
- Identifying potential improvements to the efficiency of operations
- Gathering relevant information to support your proposed

recommendations

- Making recommendations for improvements to appropriate people in accordance with organisational procedures
- Identifying the resources needed to implement the proposed improvements

Regulations, rules and guidelines

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

Workplace skills

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

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

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

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

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

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

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Additional Information

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Configure and Prove Production Machinery

Unit Reference	J/502/6120
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those technicians who plan and set up machine configurations to meet production requirements; ensure the manufactured output matches specification requirements; provide all relevant information prior to the start of production. The job role will involve:</p> <ul style="list-style-type: none"> • planning and setting up machine configurations • preparing machine for production
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.7) <i>The learner can</i>
1. Be able to set up and plan machine configurations	<p>1.1 Set up machinery to meet production requirements in accordance with approved procedures</p> <p>1.2 Assess downtime and set-up time accurately so that it fits into the production schedule</p> <p>1.3 Obtain all relevant data and resources to prove machinery</p> <p>1.4 Clean and maintain plant during set up</p> <p>1.5 Ensure that the initial machine settings conform to the production specification</p>

	<p>1.6 Carry out checks to ensure the machine configuration is safe</p>
<p>2. Be able to prepare machinery for production</p>	<p>2.1 Conduct trial runs of machinery to check that the settings achieve the required production rate</p> <p>2.2 Check processed product against specification to ensure conformity</p> <p>2.3 Make adjustments to machine settings to meet quality requirements as necessary</p> <p>2.4 Under normal production conditions, check that the machinery is running to meet specification requirements and ensure conformity by taking samples and inspecting them against specification</p> <p>2.5 Obtain authority to proceed with production in accordance with organisational procedures</p> <p>2.6 Log and store all relevant finalised information following approved organisational procedures</p> <p>2.7 Provide relevant information and instructions to appropriate people to permit production to begin in accordance with organisational procedures</p>
<p>Mapping to National Occupational Standards This unit relates to Skillfast-UK's Manufacturing Textile Products 2010 TEX 22</p>	

Supporting Unit Information

J/502/6120 Configure and prove production machinery - Level 3

Indicative Content

The competent person must

- Set up machinery to meet production requirements
- Plan the effective use of resources
- Prioritise workloads
- Plan machinery configuration
- Conduct trials
- Check sample products
- Make adjustments to configurations
- Determine final production settings
- Provide relevant information and instructions to permit production

The key areas of knowledge and understanding

- Manufacturing processes and production cycle
- Machine capabilities and their operating characteristics
- Commonly occurring faults and their diagnosis
- Limits of and criticalities of machine settings
- Sources of supplies of parts and materials
- Factors influencing the handling characteristics of materials during production
- Sources of technical data on materials, equipment, machinery and processes
- The compatibility of machine and materials
- The format and content of production specification
- Sources of machine specifications
- Product construction, composition and manufacture

The skills and techniques

- Setting up machinery to meet production requirements in accordance with approved procedures
- Assessing downtime and set-up time accurately so that it fits into the production schedule
- Obtaining all relevant data and resources to prove machinery
- Cleaning and maintaining plant during set up
- Making sure that initial machine settings conform to the production

specification

- Carrying out checks to ensure the machine configuration is safe
- Checking that trial runs of new settings achieve the required production rate
- Checking processed product against specification to ensure conformity
- Making adjustments to machine settings to meet quality requirements
- Checking that the machine runs under normal production conditions to meet specification requirements
- Taking samples and inspecting them against specification to ensure conformity
- Making sure that authority to proceed with production is given

Regulations, rules and guidelines

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

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Comply with written instructions
- Logging all relevant finalised information following approved procedures and storing it in the agreed place
- Providing relevant information to appropriate people for production to begin
- Complete forms, reports and other documentation following organisational guidelines
- Complete records of maintenance and corrective procedures according to organisational procedures

Teaching Strategies And Learning Activities

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It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

Methods Of Assessment

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Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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Evidence Of Achievement

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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
- Other suitable supplementary evidence
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Additional Information

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Monitor and Sustain Equipment Performance

Unit Reference	L/502/6121
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is designed for those who are responsible for planning and setting up machine configurations to meet production requirements. The job role will involve</p> <ul style="list-style-type: none"> • Monitoring production • Contributing to quality control requirements • Diagnosing and faults in textile production
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.5) <i>The learner can</i>
1. Be able to monitor textile production	<p>1.1 Monitor production to identify any irregularities in processing operations</p> <p>1.2 Make necessary adjustments following agreed procedures to minimise disruption to production</p> <p>1.3 Ensure any adjustments are within process control limits and within the limits of their own authority</p> <p>1.4 Receive and process all relevant information promptly</p> <p>1.5 Use organisational recording and reporting systems</p>

<p>2. Be able to contribute to textile production quality control requirements</p>	<p>2.1 Interpret quality requirements and ensure adjustments are made to meet these in terms of quality and quantity</p> <p>2.2 Make recommendations on how to return process to requirements informing appropriate people</p> <p>2.3 Check that quality standards are maintained during production</p> <p>2.4 Deal with defective products following agreed procedures</p> <p>2.5 Report any problems in the production process and in the quality of the product to appropriate people</p>
<p>3. Be able to diagnose and rectify faults in textile production</p>	<p>3.1 Analyse faults and their causes using standard fault finding procedures</p> <p>3.2 Rectify faults and resolve problems within limits of own authority, with minimum disruption to production, following agreed procedures.</p> <p>3.3 Report faults that are outside their area of responsibility to the appropriate person</p> <p>3.4 Making recommendations to prevent repetition of problems.</p> <p>3.5 Return machinery and equipment to full production after rectifying faults ensuring that all appropriate people are informed</p>
<p>Mapping to National Occupational Standards This unit relates to Skillfast-UK's Manufacturing Textile Products 2010 TEX 23</p>	

Supporting Unit Information

L/502/6121 Monitor and sustain equipment performance - Level 3

Indicative Content

The competent person must

- Monitor production runs for irregularities
- Make adjustments to equipment within process control limits
- Analyse faults and their causes
- Rectify faults and production problems
- Maintain records

The key areas of knowledge and understanding

- Quality control checks within production run and during tests
- Process control methods
- Procedures for dealing with defective or faulty products
- Technical tolerances of machinery and operating characteristics
- Characteristics of materials during production
- Commonly occurring faults and their diagnosis
- Sources of technical data on materials, equipment, machinery and processes
- The compatibility of machine and product
- Limits of personal responsibility and lines of communication
- Agreed working practices
- Fault finding principles and techniques
- Machine specifications and capabilities
- Types of records to be maintained
- Requisition and ordering procedures

The skills and techniques

- Monitoring production to identify any irregularities in processing operations
- Making necessary adjustments following agreed procedures to minimise disruption to production
- Making sure any adjustments are within process control limits and within the limits of your own authority
- Interpreting quality requirements and ensuring adjustments are made to meet these in terms of quality and quantity
- Making recommendations on how to return process to requirements and

inform appropriate people

- Checking that quality standards are maintained during production
- Dealing with defective products following agreed procedures
- Analysing faults and their causes using standard fault finding procedures
- Rectifying faults and resolving problems with minimum disruption to production following agreed procedures
- Returning machinery and equipment to full production after rectifying faults and ensure that all appropriate people are informed

Regulations, rules and guidelines

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

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- Comply with written instructions
- How to make use of the information detailed in specifications and instructions
- Report any problems in the production process and in the quality of the product to appropriate people
- Report faults that are outside your area of responsibility to the appropriate person and make recommendations to prevent repetition of problems
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Receive and process all relevant information promptly
- Complete appropriate records accurately and keep them in the agreed place
- Complete forms, reports and other documentation following organisational guidelines
- Complete records of maintenance and corrective procedures according to organisational procedures

Teaching Strategies And Learning Activities

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

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Methods Of Assessment

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

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

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

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Additional Information

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Service Textile Machinery and Equipment

Unit Reference	R/502/6122
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who plan and set up servicing procedures for textile machinery, including the dismantling, replacing and re-assembling of component parts; prove and test machinery after servicing; declare fit to return to production.</p> <p>The job role will involve</p> <ul style="list-style-type: none"> • planning and preparing for servicing of machinery and equipment • dismantling, replacing and assembling components and component parts • testing the running of the machine and parts
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.8) <i>The learner can</i>
1. Be able to plan and prepare for servicing of machinery and equipment	<p>1.1 Assemble necessary tools, equipment, components and component parts</p> <p>1.2 Check that all replacement parts meet specification</p> <p>1.3 Agree appropriate action with the appropriate people when specified replacements are not available in accordance with organisational procedures</p> <p>1.4 Interpret and apply information correctly using</p>

	<p>relevant machine manuals and drawings</p> <p>1.5 Secure and isolate area where equipment is to be serviced</p>
<p>2. Be able to carry out servicing operations</p>	<p>2.1 Identify problems using logical fault finding methods</p> <p>2.2 Identify and examine relevant equipment, components and component parts</p> <p>2.3 Select appropriate tools, and using cost-effective methods to repair equipment, replace parts and reassemble equipment</p> <p>2.4 Dismantle, replace and re-assemble equipment and components parts according to manufacturers instructions to meet specification and to cause minimum disruption to production</p> <p>2.5 Carry out test runs after servicing or replacement of parts</p> <p>2.6 Return the machine to production procedures ensuring that all appropriate people are informed in accordance with organisational procedures</p> <p>2.7 Monitor new components and component parts over an agreed period and record results</p> <p>2.8 Complete and store all relevant finalised information in accordance with organisational procedures</p>
<p>Mapping to National Occupational Standards This unit relates to Skillfast-UK's Manufacturing Textile Products 2010 TEX 24</p>	

Supporting Unit Information

R/502/6122 Service textile machinery and equipment - Level 3

Indicative Content

The competent person must

- Assemble necessary tools, equipment, components and component parts
- Service equipment within agreed schedules
- Dismantle, replace and re-assemble equipment and components parts
- Carry out test runs after servicing or replacement
- Return machinery to production

The key areas of knowledge and understanding

- Component parts of the machine and their functions
- Sources of supply of components
- Procedures for ordering spare components and parts
- Fault finding techniques and the use of machine and component drawings
- Organisational permit to work procedures
- Lines of communication
- Function of tools and their correct application
- How to store components and component parts
- Procedures for requesting component parts from stores
- Routine maintenance procedures and schedules
- Procedures for isolating machinery
- Operating conditions and applications for a range of lubricants
- Lifting and slinging techniques
- Effect of downtime and material wastage on operating costs
- Principles of refitting components and component parts
- Safe working practices
- Limits of personal responsibility
- Procedures for use of test equipment
- Types of pre-production tests
- Test result recording and reporting procedures

The skills and techniques

- Checking that the correct tools, equipment, components and component parts have been ordered and are available

- Ensuring the supply of components
- Checking that all replacement parts meet specification
- Agreeing appropriate action with the appropriate people when specified replacements are not available
- Complying with all relevant authorisation requirements
- Interpreting and applying information correctly using relevant machine manuals and drawings
- Securing and isolating area in which equipment is to be serviced
- Identifying problems using logical fault finding methods
- Identifying and examining relevant equipment, components and component parts to ensure they are
- Cleaned, protected and fit for purpose
- Selecting appropriate tools and using cost-effective methods to repair equipment and replace parts
- Dismantling components and component parts following agreed procedures causing minimum disruption to
- production
- Assembling and fitting components and component parts according to manufacturer's instructions to meet
- specification
- Carrying out checks and test runs on serviced machinery and equipment
- Monitoring new components and component parts over an agreed period and record results

Regulations, rules and guidelines

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

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Complete and storing relevant records and documentation following organisational procedures
- Keep the right people informed when the machine is ready for

production

- Limits of personal responsibility and lines of communication
- Communicate effectively
- Comply with written instructions
- Providing relevant information to appropriate people for production to begin

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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Additional Information

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Provide Technical Input to Bulk Production

Unit Reference	Y/502/6123
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who provide technical information and support during the production process; contribute to identifying effective working procedures; recommend ways to improve the process; produce specifications for bulk production to ensure quality requirements are met.</p> <p>The job role will involve</p> <ul style="list-style-type: none"> • contributing to the implementation and control of bulk production • identifying and rectifying problems in bulk production
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.7) <i>The learner can</i>
1. Be able to contribute to the implementation and control of bulk production	<p>1.1 Contribute to planning and controlling cost effective bulk production</p> <p>1.2 Contribute to the selection of appropriate working methods and procedures to meet quality and quantity requirements</p> <p>1.3 Identifying the resources needed to meet production requirements and informing the appropriate people of them</p>

	<p>1.4 Contribute to the development of appropriate support systems</p> <p>1.5 Identify when adjustments to procedures are needed and take appropriate action within the limits of own responsibility</p> <p>1.6 Complete, maintain and store all relevant records in accordance with organisational procedures</p>
<p>2. Be able to identify and rectify problems in bulk production</p>	<p>2.1 Monitor the bulk production process and identifying problems</p> <p>2.2 Identify the nature of faults and defects and their likely causes</p> <p>2.3 Make adjustments to processes and materials to rectify faults and defects</p> <p>2.4 Monitor output against specification to ensure conformity</p> <p>2.5 Alter instructions and specifications following adjustments</p> <p>2.6 Revise quality requirements as required</p> <p>2.7 Record information ensuring that all appropriate people are informed in accordance with organisational procedures</p>
<p>Mapping to National Occupational Standards This unit relates to Skillfast-UK's Manufacturing Textile Products 2010 TEX 25</p>	

Supporting Unit Information

Y/502/6123 Provide technical input to bulk production - Level 3

Indicative Content

The competent person must

- Identify effective working methods and procedures
- Determine the resources needed to achieve output
- Suggest any adjustments to improve the bulk production process
- Provide accurate information for bulk production
- Produce detailed specifications for bulk production
- Develop quality systems and documentation

The key areas of knowledge and understanding

- Organisational guidelines for conducting bulk production
- Organisational communication structures
- Roles and responsibilities during bulk production
- Types of resources and systems for ensuring the availability of resources
- Methods of establishing production outcomes and maintaining quality requirements
- Limits of personal responsibility
- Production planning and control procedures
- Working methods and adjustments to procedures
- Support systems relevant to bulk production
- Types of records and documentation to be maintained for bulk production
- Faults likely to occur during bulk production and methods of rectifying them

The skills and techniques

- Contributing to the planning and controlling of bulk production
- Contributing to the selection of appropriate working methods and procedures to meet quality and quantity requirements
- Contributing to cost effective production systems
- Identifying the resources needed to meet production requirements and informing the appropriate people of them
- Contributing to the development of appropriate support systems
- Identifying when adjustments to procedures are needed and taking appropriate action

- Monitoring the bulk production process and identifying problems
- Identifying the nature of faults and defects and their likely causes
- Making adjustments to processes and materials to rectify faults and defects
- Monitoring output against specification to ensure conformity
- Altering instructions and specifications following adjustments
- Revising quality requirements as required

Regulations, rules and guidelines

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

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Complete relevant documentation accurately and promptly and keep records in the agreed place
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Comply with written instructions
- Record information accurately and pass it on to the appropriate people
- Complete forms, reports and other documentation following organisational guidelines

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

- Interview / Discussion

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Additional Information

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Conduct Sample Analysis

Unit Reference	D/502/6124
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who analyse samples and evaluate the production implications of producing the same or similar products; the identification of materials and components; recommendation of appropriate machinery and equipment to re-produce the sample product; evaluation of the sample when it has been produced.</p> <p>The job role will involve:</p> <ul style="list-style-type: none"> • carrying out sample analysis • contributing to sample production • evaluating the prototype sample
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.6) <i>The learner can</i>
1. Be able to carry out sample analysis	<p>1.1 Prepare the sample for analysis, checking that the required equipment is available</p> <p>1.2 Analyse the sample to determine its structure following agreed procedures</p> <p>1.3 Determine what the sample is made of</p> <p>1.4 Record results of analysis in accordance with organisational procedures</p>

	<p>1.5 Evaluate the sample against production capabilities considering</p> <ul style="list-style-type: none"> • Resource requirements • Components of a product specification • Technical aspects of product development • Impact of customer requirements on production • Compatibility of machine and product <p>1.6 Present your recommendations to the appropriate people and contribute to the decision making process</p>
<p>2. Be able to contribute to sample production</p>	<p>2.1 Produce a sample prototype specification</p> <p>2.2 Make recommendations for the most cost-effective methods of sample production to the appropriate people</p> <p>2.3 Check that machinery is set up in accordance with requirements and that the correct materials and components are available for sample production</p> <p>2.4 Ensure that samples are produced following approved procedures within agreed timescales</p> <p>2.5 Make recommendations to overcome problems in sample production</p>
<p>3. Be able to evaluate the prototype sample</p>	<p>3.1 Check that the sample meets specification requirements</p> <p>3.2 Make recommendations for modifications to sample specifications and samples to meet requirements</p> <p>3.3 Contribute to procedures to approve the sample product with appropriate people</p>

	<p>3.4 Complete and store records in accordance with organisational procedures</p> <p>3.5 Ensure that the sample product and relevant information are available to the appropriate people and are stored in accordance with organisational procedures</p> <p>3.6 Make recommendations to appropriate people about the most cost-effective methods of bulk production for the new product</p>
<p>Mapping to National Occupational Standards This unit relates to Skillfast-UK's Manufacturing Textile Products 2010 TEX 26</p>	

Supporting Unit Information

D/502/6124 Conduct sample analysis - Level 3

Indicative Content

The competent person must

- Determine the structure of the sample and the materials it is made of
- Evaluate the sample against production capabilities
- Identify materials needed for samples
- Identify the appropriate machinery for production of sample
- Produce sample products
- Check sample production against specification
- Keep accurate and complete records sample evaluation and production process

The key areas of knowledge and understanding

Sample analysis

- Sample analysis techniques
- Appropriate equipment and materials for sample analysis
- The characteristics of materials and their properties
- Production implications
- Methods of calculating production resource requirements
- Components of a product specification
- Technical aspects of product development
- Impact of customer requirements on production
- Compatibility of machine and product
- Limits of personal responsibility and lines of communication

Sample production

- Organisational procedures for sample production
- Sample costing methods
- Sample development methods
- Content of a sample specification
- Alternative methods of production
- Ways of adjusting specifications within machine capabilities and cost constraints

The skills and techniques

- Preparing the sample for analysis and checking that required equipment is available

- Analysing the sample to determine its construction following agreed procedures
- Determining what the sample is made of
- Recording the results of the sample analysis accurately and fully
- Evaluating the outcomes of the sample analysis
- Assessing the feasibility of producing the product cost-effectively
- Putting forward your recommendations to the appropriate people and contribute to the decision making process
- Producing a sample prototype specification
- Making recommendations for the most cost-effective methods of sample production to the appropriate people
- Checking that machinery is set up in accordance with requirements and that the correct materials and components are available for sample production
- Ensuring that samples are produced following approved procedures within agreed timescales
- Making recommendations to overcome problems in sample production
- Checking that the sample meets specification requirements
- Making recommendations for modifications to sample specifications and samples to meet requirements
- Contributing to procedures to approve the sample product with appropriate people
- Ensuring that the sample product and relevant information are available to the appropriate people and kept in the agreed place
- Making recommendations to appropriate people about the most cost-effective methods of bulk production for the new product

Regulations, rules and guidelines

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

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person

- Complete relevant documentation accurately and promptly and keep records in the agreed place and / or pass it on to the appropriate people
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Comply with written instructions
- Complete forms, reports and other documentation following organisational guidelines

Teaching Strategies And Learning Activities

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- Other suitable supplementary evidence
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Produce Prototype Samples

Unit Reference	H/502/6125
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who are responsible for the production of samples; involved in the process of interpreting specifications; selecting appropriate production methods; setting up machinery and equipment for the production of samples; making adjustments to ensure requirements are met; maintaining accurate records and prototype samples safely according to agreed procedures.</p> <p>The job role will involve</p> <ul style="list-style-type: none"> • contributing to the production of prototype samples • finalising the sample making process
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.6) <i>The learner can</i>
1. Be able to contribute to the production of prototype samples	<p>1.1 Interpret instructions and sample specifications accurately</p> <p>1.2 Evaluate and select the most efficient way of producing samples to meet requirements</p> <p>1.3 Prepare to produce samples by</p> <ul style="list-style-type: none"> • setting up and configuring machinery to produce samples • ensuring the materials and components for

	<p>sample production are available and meet requirements</p> <ul style="list-style-type: none"> • informing the appropriate people about the sample making process <p>1.4 Produce samples within the required timescales which meet specification</p> <p>1.5 Check and evaluate samples against specification and adjust machinery to meet requirements</p> <p>1.6 Identify problems in production, materials and components and rectify these</p> <p>1.7 Complete and store records in accordance with organisational procedures</p>
<p>2. Be able to finalise the sample making process</p>	<p>2.1 Confirm that the prototype sample meets requirements and is correct to specification in accordance with organisational procedures</p> <p>2.2 Label finalised sample and store in accordance with organisational procedures</p> <p>2.3 Inform relevant people of any special requirements and problems which occurred during sample production</p> <p>2.4 Record any amendments to the prototype sample specification in accordance with organisational procedures</p> <p>2.5 Contribute to the finalisation of the prototype sample specification</p> <p>2.6 Make recommendations to relevant people about the most effective and cost-effective methods of bulk production for the product</p>

Mapping to National Occupational Standards

This unit relates to Skillfast-UK's Manufacturing Textile Products 2010

TEX 27

Supporting Unit Information

H/502/6125 Produce prototype samples - Level 3

Indicative Content

The competent person must

- Interpret sample specifications
- Select methods for producing the sample
- Set up machinery
- Check samples against specification
- Identify and rectify problems
- Label the sample and keep it safe
- Record any amendments to the prototype sample specification
- Recommend efficient ways of going into bulk production for the product

The key areas of knowledge and understanding

- Organisational procedures for sample production
- Ways of selecting appropriate methods of producing samples
- Content of a prototype sample specification
- How to configure machinery and types of adjustments possible
- Ways of adjusting specifications within machine capabilities and cost constraints
- Types of records required
- Roles and responsibilities of those involved in sample production
- Methods of evaluating results
- Quality assurance procedures

The skills and techniques

- Interpreting instructions and sample specifications accurately
- Evaluating and selecting the most efficient way of producing samples to meet requirements
- Setting up and configuring machinery to produce samples
- Ensuring the materials and components for sample production are available and meet requirements
- Making sure the appropriate people are fully informed about the sample making process
- Producing samples within the required timescales which meet specification
- Checking and evaluating samples against specification and adjust

machinery to meet requirements

- Identifying problems in production, materials and components and rectify these
- Ensuring all appropriate people check that the prototype sample meets requirements and is correct to specification
- Labelling finalised sample and keeping it in the agreed place
- Informing relevant people of any special requirements and problems which occurred during sample production
- Recording any amendments to the prototype sample specification
- Contributing to the finalisation of the prototype sample specification
- Making recommendations to relevant people about the most efficient and cost-effective methods of bulk production for the product

Regulations, rules and guidelines

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

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Complete relevant documentation accurately and promptly and keep records in the agreed place and / or pass it on to the appropriate people
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Conduct Pre-Production Trials

Unit Reference	K/502/6126
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who are involved in the process of carrying out trials; monitoring the critical path of trial production prior to bulk production; check the outcomes of trial production against specifications; select materials and components; make recommendations as to which machinery and equipment should be used to produce the new product; assess against specification; amend until all requirements have been met and a final specification is produced.</p> <p>The job role will involve</p> <ul style="list-style-type: none"> • contributing to the pre-production process • evaluating the results of trials • providing information for bulk production
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.6) <i>The learner can</i>
1. Be able to contribute to the pre-production process	<p>1.1 Contribute to the planning and scheduling of pre-production trials with the appropriate people</p> <p>1.2 Contribute to producing a critical path of activities at each stage of the pilot</p> <p>1.3 Provide accurate information, complete specifications and relevant samples to the</p>

	<p>appropriate people in accordance with organisational procedures</p> <p>1.4 Ensure that authority has been given for pre-production trials and is communicated to the relevant people</p> <p>1.5 Monitor the progress of products during the piloting process</p> <p>1.6 Co-ordinate and record results from the piloting process in accordance with organisational procedures</p>
<p>2. Be able to evaluate the results of trials</p>	<p>2.1 Check that products made in pre-production trials meet specification</p> <p>2.2 Make sure that all stages of the piloting process have been completed and recorded accurately</p> <p>2.3 Evaluate the outcomes of pre-production trials</p> <p>2.4 Identify problems and recommend solutions to appropriate people to take corrective action</p> <p>2.5 Provide information and trial results to appropriate people</p> <p>2.6 Contribute to the modification of specifications and products to meet requirements</p> <p>2.7 Check trial results and products after pre-production methods have been amended</p> <p>2.8 Check the amended product and record final pre-production results</p>
<p>3. Be able to provide information for bulk production</p>	<p>3.1 Contribute to drawing up the final product specification</p>

	<p>3.2 Recommend methods of establishing efficient and cost-effective methods of bulk production and contribute to establishing bulk production methods</p> <p>3.3 Provide accurate technical information and recommendations to meet production requirements</p> <p>3.4 Confirm production requirements and materials usage as a contribution to the costing process</p> <p>3.5 Recommend ways of improving production efficiency to appropriate people</p> <p>3.6 Ensure samples and trial products are approved and authority given for bulk production to commence</p>
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Mapping to National Occupational Standards

This unit relates to Skillfast-UK's Manufacturing Textile Products 2010
 TEX 28

Supporting Unit Information

K/502/6126 Conduct pre-production trials - Level 3

Indicative Content

The competent person must

- Carry out trials to agreed specification and monitor the process
- Check the outcomes of trial production against specification
- Evaluate the potential for bulk processing
- Make adjustments to specifications to achieve cost effective results
- Establish likely materials usage and production rates of bulk processing
- Recommend ways of improving production efficiency
- Contribute to the development of a final production specification and pass it on
- Co-ordinate the recorded results of the trials following the critical path

The key areas of knowledge and understanding

- Organisational guidelines for conducting preproduction trials and tests
- Types of adjustments permitted
- Types of records required
- Roles and responsibilities of those involved in trials
- Methods of evaluating trial results
- How to measure production rates and usage of materials
- Methods of improving production efficiency
- Quality assurance procedures
- Limits and criticalities of machine settings
- Sources of information on machinery and process developments
- Content of a pre-production specification
- Critical path during the pre-production process

The skills and techniques

- Contributing to the planning and scheduling of pre-production trials with the appropriate people
- Contributing to producing a critical path of activities at each stage of the pilot
- Making sure that accurate information, complete specifications and relevant samples are available to the appropriate people
- Making sure that authority has been given for pre-production trials and is communicated to the relevant people

- Monitoring the progress of products during the piloting process
- Gathering and co-ordinating recorded results from the piloting process
- Checking that products made in pre-production trials meet specification
- Making sure that all stages of the piloting process have been completed and recorded accurately
- Evaluating the outcomes of pre-production trials
- Identifying problems and recommending solutions to appropriate people to take corrective action
- Providing information and trial results to appropriate people
- Contributing to the modification of specifications and products to meet requirements
- Checking trial results and products after pre-production methods have been amended
- Checking the amended product and recording final pre-production results
- Contributing to drawing up the final product specification
- Recommending methods of establishing efficient and cost-effective methods of bulk production and
- contributing to establishing bulk production methods
- Providing accurate technical information and recommendations to meet production requirements
- Confirming production requirements and materials usage as a contribution to the costing process
- Recommending ways of improving production efficiency to appropriate people
- Ensuring samples and trial products are approved and authority given for bulk production to commence

Regulations, rules and guidelines

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

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person

- Complete relevant documentation accurately and promptly and keep records in the agreed place and / or
- pass it on to the appropriate people
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Comply with written instructions
- Complete forms, reports and other documentation following organisational guidelines

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

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

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

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

Additional Information

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

Contribute To Product Development

Unit Title	M/502/6127
Level	3
Credit Value	9
Guided Learning Hours	57
Unit Summary	<p>This unit is for those who are involved in the development process for new or adapted products including: research for relevant information about trends and products; contributing to the creation of product briefs and prototype product specifications; selecting materials and components; making recommendations as to which machinery and equipment should be used to produce the new product; assessing the product against specification; amend until all requirements have been met; produce a final specification.</p> <p>The job role will involve</p> <ul style="list-style-type: none"> • carrying out preliminary product development activities • contributing to the production of a prototype product • contributing to finalising the product • pilot testing the product
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.5) <i>The learner can</i>
1. Be able to carry out preliminary product development activities	<p>1.1 Conduct market research into appropriate types of product</p> <p>1.2 Evaluate the results of the research relevant to</p>

	<p>the proposed product</p> <p>1.3 Collate relevant information and contribute to the development of a product brief</p> <p>1.4 Make recommendations to appropriate people and seek approval to proceed to develop the product</p>
<p>2. Be able to contribute to the production of a prototype product</p>	<p>2.1 Contribute to developing a prototype product specification by</p> <ul style="list-style-type: none"> • recommending machinery and equipment to be used in prototype production • selecting materials and components to be used to produce the prototype <p>2.2 Contribute to the production of the prototype product</p> <p>2.3 Take corrective action to resolve problems which occur during prototype production within the limits of their responsibility</p> <p>2.4 Assess the prototype against the specification</p> <p>2.5 Contribute to testing the prototype product and evaluate test results</p> <p>2.6 Make amendments to the prototype to achieve the required result</p> <p>2.7 Record and store any amendments to the specification in accordance with organisational procedures</p>
<p>3. Be able to contribute to finalising the product</p>	<p>3.1 Analyse the production process for problems and make recommendations to overcome them</p>

	<p>3.2 Contribute to the review of the product with appropriate people and present the results of processing and testing</p> <p>3.3 Ensure quality issues are identified and recommend corrective action</p> <p>3.4 Ensure product meets costing and commercial requirements</p> <p>3.5 Within the limits of your responsibility make recommendations for</p> <ul style="list-style-type: none"> • sourcing components and materials • machinery and equipment to be used in pre-production trials <p>3.6 Seek final approval of the product from the appropriate people in accordance with organisational procedures</p>
<p>4. Be able to test the product</p>	<p>4.1 Contribute to testing the new product</p> <p>4.2 Check the product against specification to make sure it meets requirements</p> <p>4.3 Make sure any adjustments to processing are carried out to meet requirements and are recorded accurately</p> <p>4.4 Contribute to the development of a final product specification</p> <p>4.5 Ensure all sample products are correctly identified and records are completed and stored in accordance with organisational procedures</p>
<p>Mapping to National Occupational Standards This unit relates to Skillfast-UK's Manufacturing Textile Products 2010 TEX 29</p>	

Supporting Unit Information

M/502/6127 Contribute to product development - Level 3

Indicative Content

The competent person must

- Research markets
- Contribute to product briefs
- Contribute to prototype product specifications
- Select materials and components
- Assess the product against specification
- Help to develop quality requirements
- Recommend which machinery and equipment to use
- Contribute to a final product specification

The key areas of knowledge and understanding

Product development activities

- How to research trends, materials development and market influences
- Sources of records, archives and sample libraries and how to make effective use of them
- How to interpret a design brief and customer requirements
- Production processes and machine capabilities
- Materials and their characteristics
- How to establish the fitness for purpose of the textile product
- The construction of textile products
- How to analyse and assess samples
- How to maintain records
- Roles and responsibilities of self and others in the product development process

Pre-production trials

- Organisational guidelines for conducting preproduction trials and tests
- Types of records required
- Roles and responsibilities of those involved in trials
- Methods of evaluating trial results
- Methods of improving production efficiency
- Quality assurance procedures
- Limits and criticalities of machine settings
- Sources of information on machinery and process developments

- Stages in the manufacturing process
- Content of a pre-production specification
- Critical path during the pre-production process

The skills and techniques

- Conducting market research into appropriate types of product
- Evaluating the results of the research relevant to the proposed product
- Collating relevant information and contributing to the development of a product brief
- Making recommendations to appropriate people and seeking approval to proceed to develop the product
- Contributing to developing a prototype product specification
- Recommending machinery and equipment to be used in prototype production
- Selecting materials and components to be used to produce the prototype
- Contributing to the production of the prototype product
- Taking corrective action to resolve problems which occur during prototype production within the limits of own responsibility
- Assessing the prototype against the specification
- Contributing to testing the prototype product and evaluating test results
- Making amendments to the prototype to achieve the required result
- Recording any amendments to the specification accurately and fully, identifying the product and keep both in the agreed place
- Analysing the production process for problems and making recommendations to overcome them
- Contributing to the review of the product with appropriate people and present the results of processing and testing
- Ensuring quality issues are identified and recommending corrective action
- Ensuring product meets costing and commercial requirements
- Making recommendations for sourcing components and materials within the limits of your responsibility
- Making recommendations for machinery and equipment to be used in pre-production trials within the limits of your responsibility
- Seeking final approval of the product from the appropriate people
- Regulations, rules and guidelines
- Workplace skills

Regulations, rules and guidelines

- The organisation's rules, codes, guidelines and standards

- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health & Safety at Work Act
- Manufacturers instructions

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Complete relevant documentation accurately and promptly and keep records in the agreed place and / or pass it on to the appropriate people
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Comply with written instructions
- Complete forms, reports and other documentation following organisational guidelines

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

All evidence must be clearly signposted and made available for the external

moderator upon request.

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

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

Additional Information

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

Develop Designs for Textile Products

Unit Reference	D/502/6138
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who develop designs for textile products from initial conception to final sample; interpret the customer's requirements; work to a design brief; produce a visual interpretation of the design and adapt this to meet customer requirements until approval is given; agree cost effective methods of producing the first sample; produce accurate information, samples and specifications as required. The job role will involve</p> <ul style="list-style-type: none"> • identifying customer requirements • developing the design sample • finalising the design
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.5) <i>The learner can</i>
1. Be able to identify customer requirements	<p>1.1 Identify customer requirements and assess how they can be met</p> <p>1.2 Conduct research and gather relevant information to enable customer requirements to be met</p> <p>1.3 Interpret and incorporate customer requirements into the initial design and select an appropriate method to visually</p>

	<p>present it</p> <p>1.4 Produce a visual interpretation of the design for presentation to the customer and obtain customer approval to proceed with development</p> <p>1.5 Gather and collate relevant information for design development from appropriate people</p> <p>1.6 Record customer requirements in accordance with organisational procedures</p>
<p>2. Be able to develop a design sample</p>	<p>2.1 Identify and select appropriate materials and components to meet requirements</p> <p>2.2 Provide information on sources of supply materials and components to the appropriate people in line with organisational procedures</p> <p>2.3 Develop designs which take into account customer cost constraints</p> <p>2.4 Provide accurate information and prototype design specification for sample production</p> <p>2.5 Ensure materials and components to be used in sample development are available</p> <p>2.6 Monitor the development of samples and modify design specifications to meet requirements</p> <p>2.7 Ensure the sample meets the specification requirements and approve it</p> <p>2.8 Identify the approved sample and store in accordance with organisational procedures</p> <p>2.9 Complete records and store in accordance with organisational procedures</p>

3. Be able to finalise a design

3.1 Contribute to customer approval procedures and inform relevant people when the design is approved in accordance with organisational procedures

3.2 Ensure samples are tested to ensure that they meet customer requirements

3.3 Make sure that approved samples and final specifications are complete, are accurately identified and are available to the appropriate people in accordance with organisational procedures

3.4 Make sure that customer sampling requirements are met within agreed timescales

3.5 Complete and safely store specifications and sample products in accordance with organisational procedures

Mapping to National Occupational Standards

This unit relates to Skillfast-UK's Manufacturing Textile Products 2010
TEX 30

Supporting Unit Information

D/502/6138 Develop designs for textile products - Level 3

Indicative Content

The competent person must

- 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
- Agree a cost-effective method of producing the design sample
- Seek customer approval for visual interpretation of the design
- Produce information, samples and specifications for the design
- Record the design development process

The key areas of knowledge and understanding

Interpretation of customer requirements

- 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
- How to interpret a design brief and customer requirements
- Relevant data and how to use them
- Sources of information regarding legislative requirements

Developing a design concept

- 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

The skills and techniques

- 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
- Ensuring materials and components to be used in sample development are available
- Monitoring the development of samples and modifying design specifications to meet requirements
- Ensuring the sample meets the specification requirements and approving it
- Identifying the approved sample and storing it in the agreed place
- Contributing to customer approval procedures and informing relevant people when the design is approved
- Ensuring samples are tested to ensure that they meet customer requirements
- Making sure that approved samples and final specifications are complete, accurately identified and available to the appropriate people
- Making sure that customer sampling requirements are met within agreed timescales
- Completing and safely storing specifications and sample products in the agreed place in accordance with
- approved procedures

Regulations, rules and guidelines

- The organisation's rules, codes, guidelines and standards
- Limits of personal responsibility
- Reporting procedures

- Equipment operating procedures
- Responsibilities under the Health & Safety at Work Act
- Manufacturers instructions

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Complete relevant documentation accurately and promptly and keep records in the agreed place and / or pass it on to the appropriate people
- Roles and responsibilities of self and others in the design process
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Complete forms, reports and other documentation following organisational guidelines

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where

learners can demonstrate competence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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Additional Information

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Develop Colour Recipes for Initial Colour Samples

Unit Reference	K/502/6143
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who develop colour recipes and samples; assess customer requirements; use colour matching procedures; select suitable colorants for the substrates and establish colour fastness; formulate a trial recipe; produce the first sample; seek customer approval; maintain accurate records of the process. The job role will involve</p> <ul style="list-style-type: none"> • making colour assessments • formulating a trial recipe • producing initial colour sample
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.7) <i>The learner can</i>
1. Be able to make colour assessments	<p>1.1 Assess requirements against production facilities</p> <p>1.2 Match colours against customer standards using appropriate colour methods</p> <p>1.3 Establish colour fastness and consistency in different types of light</p> <p>1.4 Collect colour data and evaluate it to make the colour assessment</p> <p>1.5 Keep colour evaluation data safe in an</p>

	appropriate format in accordance with organisational procedures
2. Be able to formulate a trial colour recipe	<p>2.1 Assess relevant technical information to formulate colour recipe</p> <p>2.2 Make adjustments as necessary to achieve customer requirements</p> <p>2.3 Select colorants and auxiliary materials which are suitable for the substrate and end use of the product</p> <p>2.4 Formulate the colour recipe</p> <p>2.5 Assess shade requirements and substrate characteristics accurately to identify production requirements</p>
3. Be able to produce an initial colour sample	<p>3.1 Select coloration equipment and a sample production cycle which are compatible with bulk production methods</p> <p>3.2 Confirm that the nature and condition of substrate are suitable for processing</p> <p>3.3 Produce accurate and complete coloration instructions and supply them to the appropriate people</p> <p>3.4 Assess the sample produced against the required standard using relevant colour matching methods</p> <p>3.5 Make adjustments as necessary to achieve the required shade</p> <p>3.6 Seek customer approval as appropriate</p> <p>3.7 Complete records to enable final recipe to be</p>

	formulated in accordance with organisational procedures
Mapping to National Occupational Standards This unit relates to Skillfast-UK's Manufacturing Textile Products 2010 TEX 31	

Supporting Unit Information

K/502/6143 Develop colour recipes for initial colour samples - Level 3

Indicative Content

The competent person must

- Assess customer requirements
- Use colour matching procedures
- Select colorants suitable for the substrate
- Establish colour fastness and consistency
- Formulate a trial recipe
- Produce an initial colour sample
- Seek customer approval
- Keep accurate records of colour sampling process

The key areas of knowledge and understanding

Colour assessment process

- How to assess customer requirements
- Production capacities and capabilities
- How to carry out sample preparation for visual and instrumental measurement and assessment
- Colour matching methods
- Characteristics of colour reference systems and their use
- Use of assessment instruments
- Sources and nature of colour libraries and their use
- Critical factors used in the selection of colorants

Trial recipe formulation

- How to evaluate the condition of the substrate
- How to formulate recipes and adjust formulations to achieve the required shade and characteristics
- Coloration systems and process routes
- Machine characteristics and capabilities
- Properties of dyestuffs
- Types of auxiliary materials and their use
- The characteristics of different types of finishing and after treatments and their effect on coloration
- The behaviour of substrates during processing and their effect on

dyestuffs

- Working practices which conform to environmental legislation
- Types of waste and safe methods of disposal

Production of colour sample

- Bulk processing methods
- Coloration equipment used for sampling procedures and how it relates to bulk production methods
- How to calculate accurate measures for dyes and auxiliaries
- Types of records to be kept
- The costs of substrates, colorants and auxiliary materials and their effect on production
- Sample approval methods
- Limits of personal responsibilities

The skills and techniques

- Assessing requirements against production facilities
- Matching colours against customer standards using appropriate colour matching methods
- Establishing colour fastness and consistency in different types of light
- Collecting colour data and evaluating it to make the colour assessment
- Keeping colour evaluation data safe in an appropriate format
- Assessing relevant technical information to formulate colour recipe
- Making adjustments as necessary to achieve customer requirements
- Selecting colorants and auxiliary materials which are suitable for the substrate and end use of the product
- Formulating the colour recipe
- Assessing shade requirements and substrate characteristics accurately to identify production requirements
- Selecting coloration equipment and a sample production cycle which are compatible with bulk production methods
- Confirming that the nature and condition of substrate are suitable for processing
- Producing accurate and complete coloration instructions and supply them to the appropriate people
- Assessing the sample produced against the required standard using relevant colour matching methods
- Making adjustments as necessary to achieve the required shade
- Seeking customer approval as appropriate
- Completing records accurately to enable final recipe to be formulated

Regulations, rules and guidelines

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

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Comply with written instructions
- Complete relevant documentation accurately, promptly and following organisational guidelines, and keep in the agreed place and / or pass it on to the appropriate people

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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- Other suitable supplementary evidence
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- Role Play
- Interview / Discussion

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

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

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

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Additional Information

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Prove Colour Recipes for Bulk Production

Unit Reference	H/502/6142
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who prove the recipe ready for bulk production. It involves selecting suitable dyestuffs and auxiliaries; scaling up quantities accurately; making adjustments to the formulation; establishing quality requirements; contributing to production specifications; producing the pre-bulk colour sample.</p> <p>The job role will involve</p> <ul style="list-style-type: none"> • producing a pre-bulk colour sample • testing the formulation against customer requirements • contributing to a production specification
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.4) <i>The learner can</i>
1. Be able to produce a pre-bulk colour sample	<p>1.1 Make an accurate assessment of the machine processing capabilities and select an appropriate method</p> <p>1.2 Check that the substrate is suitable for processing and take remedial action if problems occur</p> <p>1.3 Select dyestuffs and auxiliary materials which are compatible with the process to be used</p>

	<p>1.4 Scale up the quantities of materials accurately in the specified proportions</p> <p>1.5 Assess the sample against customer specifications and make the necessary adjustments to achieve shade</p> <p>1.6 Complete instructions for production accurately and supply them to the appropriate people</p>
<p>2. Be able to test the formulation against customer requirements</p>	<p>2.1 Assess test methods and select relevant ones to confirm the formulation and report any problems to appropriate people</p> <p>2.2 Confirm that tests are carried out and ensure that bulk production conditions meet specification</p> <p>2.3 Make necessary adjustments to the formulation to meet the specification</p> <p>2.4 Feedback results to customer and obtain customer approval within the required timescale</p> <p>2.5 Complete formulation records in accordance with organisational procedures</p>
<p>3. Be able to contribute to the product specification</p>	<p>3.1 Compile production specification from collated information</p> <p>3.2 Incorporate standing operating procedures into the specification</p> <p>3.3 Compile instructions which incorporate all relevant information</p> <p>3.4 Incorporate relevant quality assurance procedures into the production specification in accordance with organisational procedures</p>

Mapping to National Occupational Standards

This unit relates to Skillfast-UK's Manufacturing Textile Products 2010

TEX 32

Supporting Unit Information

H/502/6142 Prove colour recipes for bulk production - Level 3

Indicative Content

The competent person must

- Select suitable processing methods
- Assess the substrate
- Select suitable dyestuffs and auxiliary materials
- Seek customer approval
- Scale up quantities accurately
- Select appropriate test methods
- Make adjustments to the formulation
- Establish quality requirements
- Contribute to the production specification and instructions

The key areas of knowledge and understanding

Pre-bulk colour sample process

- Machine processing capabilities
- Condition of substrate and types of remedial action to be taken when necessary
- Sample preparation for visual and instrumental measurement and assessment
- Critical factors in selection of dyestuffs and auxiliary materials
- Colour matching methods and samples reaction to different light sources
- How to scale up dyestuffs and auxiliary materials
- Procedures for evaluating samples
- Preparation of production instructions

Test formulation

- Types of tests available
- Testing procedures
- Importance of testing for fastness, shade and end use
- How formulations are determined and costed
- Adjustments that can be made to achieve customer requirements
- Customer approval procedures
- Types of records

Production specification

- How to establish standard operating procedures for selected processes
- Quality assurance systems and procedures
- Capacities and capabilities of bulk production machinery

The skills and techniques

- Making an accurate assessment of the machine processing capabilities and selecting an appropriate method
- Checking that the substrate is suitable for processing and taking remedial action if problems occur
- Selecting dyestuffs and auxiliary materials which are compatible with the process to be used
- Scaling up the quantities of materials accurately in the specified proportions
- Assessing the sample against customer specifications and making the necessary adjustments to achieve shade
- Completing instructions for production accurately and supplying them to the appropriate people
- Assessing test methods and selecting relevant ones to confirm the formulation and reporting any problems to appropriate people
- Confirming that tests are carried out and ensuring that bulk production conditions meet specification
- Making necessary adjustments to the formulation to meet the specification
- Feeding back results to customer and obtaining customer approval within the required timescale
- Completing formulation records accurately
- Compiling production specification from collated information
- Incorporating standing operating procedures into the specification
- Compiling instructions which incorporate all relevant information
- Incorporating relevant quality assurance procedures into the production specification

Regulations, rules and guidelines

- The organisation's rules, codes, guidelines and standards
- Working practices which conform to environmental legislation
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health & Safety at Work Act
- Manufacturers instructions

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Comply with written instructions
- Complete relevant documentation accurately, promptly and following organisational guidelines, and keep in the agreed place and / or pass it on to the appropriate people

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

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the ABC Awards web site.

Additional Information

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Develop Finishing Processes and Produce Samples

Unit Reference	A/502/6146
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who develop finishing processes and produce samples; select appropriate finishing methods to produce the required effect and to this end assess the substrate; identify finishing processes which are suitable for the substrate and required end uses; select the appropriate equipment and testing methods to ensure requirements are met.</p> <p>The job role will involve</p> <ul style="list-style-type: none"> • formulating trial routines for finishing processes • producing and assessing finish samples
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.7) <i>The learner can</i>
1. Be able to formulate trial routines for finishing process	<p>1.1 Assess requirements against production facilities</p> <p>1.2 Assess relevant technical information to formulate production process</p> <p>1.3 Select suitable finishing processes for the substrate and end uses</p> <p>1.4 Check that the substrate is suitable for processing and report any problems to the appropriate people</p>

	<p>1.5 Identify the most appropriate production processes to achieve customer requirements</p>
<p>2. Produce and assess finish samples</p>	<p>2.1 Select finishing equipment and sample production cycle which is compatible with bulk production methods</p> <p>2.2 Confirm that the nature and condition of the substrate are suitable for processing</p> <p>2.3 Complete finishing instructions accurately and supply them to the appropriate people</p> <p>2.4 Assess the sample produced against the required standard</p> <p>2.5 Make adjustments as necessary to achieve requirements</p> <p>2.6 Seek customer approval as appropriate</p> <p>2.7 Complete and store records in accordance with organisational procedures</p>
<p>Mapping to National Occupational Standards This unit relates to Skillfast-UK's Manufacturing Textile Products 2010 TEX 33</p>	

Supporting Unit Information

A/502/6146 Develop finishing processes and produce samples – Level 3

Indicative Content

The competent person must

- Select suitable processing methods
- Assess the substrate
- Select suitable dyestuffs and auxiliary materials
- Seek customer approval
- Scale up quantities accurately
- Select appropriate test methods
- Make adjustments to the formulation
- Establish quality requirements
- Contribute to the production specification and instruction

The key areas of knowledge and understanding

Trial routines for finishing process

- How to establish customer requirements
- Finishing systems and bulk production methods
- Methods of formulating production routines based on machine capabilities
- How to achieve end-product characteristics
- Substrate types and their characteristics
- Working practices which conform to environmental legislation
- Condition of substrate and types of remedial action to be taken when necessary
- Sample preparation for visual and instrumental measurement and assessment
- Procedures for evaluating samples

Wet finishing processes

- Chemicals used and their effect on finishing processes
- Critical factors in selection of finishes and auxiliary materials
- How to scale up finishes and auxiliary materials

Finish sample production

- Sampling procedures

- Equipment used to produce samples
- Adjustments to achieve cost-effective finishing specification
- Customer specifications
- Sample approval procedures
- Limits of personal responsibility
- Types of records to be kept

The skills and techniques

- Assess requirements against production facilities
- Assess relevant technical information to formulate production process
- Select suitable finishing processes for the substrate and end uses
- Check that the substrate is suitable for processing and report any problems to the appropriate people
- Identify the most appropriate production processes to achieve customer requirements
- Select finishing equipment and sample production cycle which is compatible with bulk production methods
- Confirm that the nature and condition of the substrate are suitable for processing
- Complete finishing instructions accurately and supply them to the appropriate people
- Assess the sample produced against the required standard
- Make adjustments as necessary to achieve requirements
- Seek customer approval as appropriate

Regulations, rules and guidelines

- The organisation's rules, codes, guidelines and standards
- Working practices which conform to environmental legislation
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health & Safety at Work Act
- Manufacturers instructions

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Limits of personal responsibility and lines of communication

- Communicate effectively
- Comply with written instructions
- Complete relevant documentation accurately, promptly and following organisational guidelines, and keep in the agreed place and / or pass it on to the appropriate people

Teaching Strategies And Learning Activities

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

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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.

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- Simulation (if stated as being acceptable)
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Prove Finishing Routines for Bulk Production

Unit Reference	L/502/6152
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who work with processes involved in producing a finish sample prior to bulk production in order to determine the most appropriate processing methods to meet requirements; making adjustments to formulations and establishing quality requirements; testing procedures; seeking customer approval; contributing to the creation of the production specification.</p> <p>The job role will involve</p> <ul style="list-style-type: none"> • producing a pre-production finish sample • testing processing methods against customer requirements • contributing to the production specification
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.4) <i>The learner can</i>
1. Be able to produce a pre-production finish sample	<p>1.1 Make an accurate assessment of the machine processing capabilities and select an appropriate method</p> <p>1.2 Check that the substrate is suitable for processing and take remedial action if problems occur</p> <p>1.3 Select finishing methods to meet requirements</p>

	<p>1.4 Assess the sample against customer specifications and make the necessary adjustments to achieve shade</p> <p>1.5 Complete instructions for production accurately and supply them to the appropriate people in accordance with organisational procedures</p>
<p>2. Be able to test processing methods against customer requirements</p>	<p>2.1 Select relevant test methods to ensure the sample meets requirements</p> <p>2.2 Ensure tests are carried out and confirm that bulk production conditions meet specification</p> <p>2.3 Make necessary adjustments to the formulation to meet the specification</p> <p>2.4 Feedback results to customer and obtain customer approval within the required timescale</p> <p>2.5 Complete formulation records in accordance with organisational procedures</p>
<p>3. Be able to contribute to the production specification</p>	<p>3.1 Contribute to the development of the production from collated information</p> <p>3.2 Incorporate relevant standard operating procedures into the specification</p> <p>3.3 Compile instructions which incorporate all relevant information</p> <p>3.4 Incorporate relevant quality assurance procedures into the production specification in accordance with organisational procedures</p>
<p>Mapping to National Occupational Standards</p>	

This unit relates to Skillfast-UK's Manufacturing Textile Products 2010
TEX 34

Supporting Unit Information

L/502/6152 Prove finishing routines for bulk production - Level 3

Indicative Content

The competent person must

- Select suitable processing methods
- Assess the substrate
- Select suitable dyestuffs and auxiliary materials
- Seek customer approval
- Scale up quantities accurately
- Select appropriate test methods
- Make adjustments to the formulation
- Establish quality requirements
- Contribute to the production specification and instruction

The key areas of knowledge and understanding

Pre-production finish sample process

- Machine and equipment processing capabilities
- Condition of substrate and types of remedial action to be taken when necessary
- Testing procedures
- Condition of substrate and the implications of unsuitable substrates
- Meaning and use of finishing terminology
- Procedures for evaluating samples

Wet processes

- Critical factors in selection of finishing agents and auxiliary materials
- How to scale up finishing agents and auxiliary materials to meet production requirements

Test formulation

- Types of tests available
- Importance of testing
- How finishing methods are determined
- Adjustments that can be made to achieve customer requirements
- Customer approval procedures
- Types of records

Production specification

- How to establish standard operating procedures
- Irregularities in processes and how to deal with them
- Quality assurance systems
- Capacities and capabilities of bulk production machinery

The skills and techniques

- Making an accurate assessment of the machine processing capabilities and selecting an appropriate method
- Checking that the substrate is suitable for processing and taking remedial action if problems occur
- Selecting finishing methods to meet requirements
- Assessing the sample against customer specifications and making the necessary adjustments to achieve shade
- Completing instructions for production accurately and supplying them to the appropriate people
- Selecting relevant test methods to ensure the sample meets requirements
- Ensuring tests are carried out and confirming that bulk production conditions meet specification
- Making necessary adjustments to the formulation to meet the specification
- Feeding back results to customer and obtaining customer approval within the required timescale
- Completing formulation records accurately
- Contributing to the development of the production from collated information
- Incorporating relevant standard operating procedures into the specification
- Compiling instructions which incorporate all relevant information
- Incorporating relevant quality assurance procedures into the production specification

Regulations, rules and guidelines

- The organisation's rules, codes, guidelines and standards
- Working practices which conform to environmental legislation
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Responsibilities under the Health & Safety at Work Act
- Manufacturers instructions

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Comply with written instructions
- Complete relevant documentation accurately, promptly and following organisational guidelines, and keep in the agreed place and / or pass it on to the appropriate people

Teaching Strategies And Learning Activities

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Control Textile Testing Procedures

Unit Reference	D/502/6155
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who plan and monitor testing procedures; evaluate and present results and validate data; select and monitor testing routines; ensure that results are valid before presenting results; report abnormal occurrences; ensure that environmental, health and safety requirements are met; make recommendations to customers.</p> <p>The job role will involve</p> <ul style="list-style-type: none"> • planning textile testing procedures • monitoring textile testing procedures • validating and presenting results
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.6) <i>The learner can</i>
1. Be able to plan textile testing procedures	<p>1.1 Plan and prioritise testing routines to be carried out within agreed timescales based on received instructions and samples for testing from customers</p> <p>1.2 Plan to ensure environmental, health and safety requirements are met</p> <p>1.3 Identify hazards and assess risk</p>
2. Be able to monitor	2.1 Ensure textile testing procedures are followed

<p>textile testing procedures</p>	<p>accurately to meet customer requirements</p> <p>2.2 Identify and organise additional testing as required</p> <p>2.3 Evaluate the results of additional testing</p> <p>2.4 Ensure that equipment is within calibration and maintain calibration records</p> <p>2.5 Ensure waste disposal methods are in accordance with organisational procedures</p> <p>2.6 Recommend adjustments to testing routines to meet requirements</p> <p>2.7 Investigate problems in testing and recommend corrective action as required</p>
<p>3. Be able to validate and present results</p>	<p>3.1 Ensure the results of testing are valid and reliable</p> <p>3.2 Ensure data is checked against required outcomes</p> <p>3.3 Identify and resolve deviations following agreed procedures</p> <p>3.4 Apply approved tolerances using approved interpretive techniques as required</p> <p>3.5 Ensure valid conclusions are drawn from processed data in accordance with organisational procedures</p> <p>3.6 Complete and present results and reports in the required format to appropriate people within agreed timescales in accordance with organisational procedures</p>

Mapping to National Occupational Standards

This unit relates to Skillfast-UK's Manufacturing Textile Products 2010

TEX 35

Supporting Unit Information

D/502/6155 Control textile testing procedures - Level 3

Indicative Content

The competent person must

- Selecting textile testing routines
- Monitoring testing routines
- Reporting abnormal occurrences
- Presenting test results
- Ensuring results are valid
- Making recommendations to customers
- Ensuring environmental, health and safety requirements are met

The key areas of knowledge and understanding

Testing procedures

- Principles and purpose of testing
- Selection of appropriate testing methods and appropriate testing equipment
- Methods of controlling variables
- Health, safety and environmental requirements and procedures for testing
- Ways of ensuring the serviceability of equipment and action to take when it is defective

Sample preparation

- Sample identification
- How to check the integrity of the sample
- Methods of safe storage
- Types of abnormal occurrence and how to deal with them

Results

- How to identify and validate data to required levels of accuracy
- Required units of measurement
- Statistical and mathematical techniques applicable to data
- Tolerance limits of results
- Methods of dealing with deviations and procedures for correcting data
- How to recognise anomalies in data against standard operating procedures

- Appropriate interpretative techniques
- Procedures for recording, storing and retrieving data
- Reporting procedures and report writing techniques

The skills and techniques

- Receiving instructions and samples for testing from customers
- Planning and prioritising testing routines to be carried out within agreed timescales
- Ensuring that environmental, health and safety requirements are met
- Identifying hazards and assessing risk
- Ensuring test procedures are followed accurately to meet customer requirements
- Identifying and organising additional testing as required
- Evaluating the results of addition testing
- Ensuring that equipment is within calibration and maintaining calibration records
- Ensuring waste disposal methods are in accordance with organisational procedures
- Recommending adjustments to testing routines to meet requirements
- Investigating problems in testing and recommending corrective action as required
- Ensuring the results of testing are valid and reliable
- Ensuring data is checked against required outcomes
- Identifying and resolving deviations following agreed procedures
- Applying approved tolerances using approved interpretive techniques when required
- Ensuring valid conclusions are drawn from processed data
- Completing and presenting results and reports in the required format to appropriate people within agreed timescales

Regulations, rules and guidelines

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

Workplace skills

- Receive work instructions and specifications and interpret them accurately

- How to make use of the information detailed in specifications and instructions
- Report problems outside area of responsibility to the appropriate person
- Limits of personal responsibility and lines of communication
- Communicate effectively
- Comply with written instructions
- Complete relevant documentation accurately, promptly and following organisational guidelines, and keep in the agreed place and / or pass it on to the appropriate people

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Check Calibration of Equipment

Unit Reference	F/502/6164
Level	3
Credit Value	8
Guided Learning Hours	50
Unit Summary	<p>This unit is for those who carry out routine calibrations at prescribed intervals in order to keep equipment in calibration; record the results. The job role will involve</p> <ul style="list-style-type: none"> • performing calibration • reporting on, and recording, calibration
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.7) <i>The learner can</i>
1. Be able to perform calibration on textile production equipment	<p>1.1 Carry out calibration using appropriate equipment at specified intervals according to standard operating procedures</p> <p>1.2 Interpret calibration results and decide if equipment remains serviceable</p> <p>1.3 Inform relevant personnel if calibration reveals results that are not within specified operational limits</p> <p>1.4 Identify the factors affecting the performance of calibrated equipment and minimise any adverse effects</p> <p>1.5 Take appropriate action in the event of an abnormal occurrence or malfunction to minimise</p>

	<p>hazards, loss of materials or data and report the occurrence</p> <p>1.6 Comply with safety, health and environmental requirements</p>
<p>2. Report on and record calibration on textile production equipment</p>	<p>2.1 Label equipment clearly and accurately to indicate status</p> <p>2.2 Clean, store and dispose of calibration equipment and materials according to standard operating procedures</p> <p>2.3 Update calibration records accurately and legibly in accordance with organisational procedures</p> <p>2.4 Identify equipment which cannot be calibrated to standard operating specifications and label them appropriately</p> <p>2.5 Take appropriate action to inform others of equipment which cannot be calibrated</p> <p>2.6 Comply with safety, health and environmental requirements</p> <p>2.7 Investigate problems in testing and recommend corrective action as required</p>
<p>Mapping to National Occupational Standards This unit relates to Skillfast-UK's Manufacturing Textile Products 2010 TEX 36</p>	

Supporting Unit Information

F/502/6164 Check calibration of equipment – Level 3

Indicative Content

The competent person must

- Conduct routine calibration at prescribed intervals
- Maintain calibration equipment in working order
- Inform others in the event of equipment being out of calibration
- Complete calibration records

The key areas of knowledge and understanding

Principles and concepts

- Appropriate calibration equipment
- Units of measurement
- Integrity of calibration equipment and materials in terms of reference against methods and internal and external standards; traceability; verification; valid certification; storage and handling conditions
- Appropriate marking requirements for calibration equipment and materials
- Potential impact of non-conformance
- Key features of traceability
- Acceptable tolerances
- Actions available in the event of abnormal occurrences
- Appropriate action in the event of non-calibration including referral to an Internal Standards Organisation; replacement; arrange for repair; disposal
- Principles of calibration
- Importance of calibration
- Calibration requirements

Procedures and processes

- Appropriate calibration procedures and routines
- Labelling systems and their implications
- Cleaning materials and methods
- Methods of recording calibration status
- Ways of ensuring controlled conditions for calibration
- Ways of ensuring the integrity of standards being used in calibration

The skills and techniques

- Carrying out calibration at specified intervals according to standard operating procedures
- Maintaining the integrity of calibration equipment and materials
- Interpreting calibration results and deciding if equipment remains serviceable
- Informing relevant personnel if calibration reveals results that are not within specified operational limits
- Identifying the factors affecting the performance of calibrated equipment and minimising any adverse effects
- Taking appropriate action in the event of an abnormal occurrence or malfunction to minimise hazards, loss of materials or data and reporting the occurrence
- Labelling equipment clearly and accurately to indicate status
- Cleaning, storing and disposing of calibration equipment and materials according to standard operating procedures
- Updating calibration records accurately and legibly
- Identifying equipment which cannot be calibrated to standard operating specifications and labelling them appropriately
- Taking appropriate action to inform others of equipment which cannot be calibrated

Regulations, rules and guidelines

- The organisation's rules, codes, guidelines and standards
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures
- Complying with safety, health and environmental requirements when calibrating
- Responsibilities under the Health & Safety at Work Act
- Manufacturers instructions

Workplace skills

- Receive work instructions and specifications and interpret them accurately
- How to make use of the information detailed in specifications and instructions
- Recording and reporting procedures
- Report problems outside area of responsibility to the appropriate person
- Limits of personal responsibility and lines of communication
- Communicate effectively

- Comply with written instructions
- Complete relevant documentation accurately, promptly and following organisational guidelines, and keep in the agreed place and / or pass it on to the appropriate people

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- Role Play
- Interview / Discussion

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

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

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

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

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Additional Information

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Ensure Compliance with Legal, Regulatory, Ethical and Social Requirements

Unit Reference	H/600/9609
Level	4
Credit Value	5
Guided Learning Hours	25
Unit Summary	This unit is for those who monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements. They will also be able to identify and make recommendations on areas of non-compliance
Learning Outcomes (1 to 2) <i>The learner will</i>	Assessment Criteria (1.1 to 2.3) <i>The learner can</i>
1. Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements	1.1 Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements
2. Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical	2.1 Identify areas of non-compliance with legal, regulatory, ethical and social procedures 2.2 Examine reasons for non-compliance with procedures 2.3 Make recommendations for corrections to ensure

and social requirements relating to own area of responsibility	compliance with procedures
Mapping to National Occupational Standards B8	

Supporting Unit Information

H/600/9609 Ensure compliance with legal, regulatory, ethical and social requirements - Level 4

Indicative Content

The competent person must

- Monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on area of responsibility, including the consequences of not meeting them.
- Develop effective policies and procedures to make sure organisation meets all the necessary requirements.
- Ensure relevant people have a clear understanding of the policies and procedures and the importance of putting them into practice.
- Monitor the way policies and procedures are put into practice and provide support.
- Encourage a climate of openness about meeting and not meeting requirements.
- Identify and correct any failures to meet the requirements.
- Identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future.
- Provide full reports about any failures to meet the requirements to the relevant stakeholders

The key areas of knowledge and understanding

The skills and techniques

- The importance of having an ethical and value-based approach to governance, and how to put this into practice.
- Relevant legal requirements governing the running of organisations.
- Current and emerging social attitudes to management and leadership practice, and the importance of being sensitive to these.
- Specific to the industry/sector, know and understand:
 - (a) Legal, regulatory and ethical requirements.
 - (b) Procedures to follow if do not meet the requirements.
 - (c) Particular current and emerging social concerns and expectations.
 - (d) Ways in which other organisations deal with current and emerging social concerns and expectations.
- Know and understand, in context:
 - (a) The culture and values of your organisation and what effect they have on corporate governance.

- (b) Policies and procedures that make sure people meet the requirements.
- (c) The processes for maintaining the relevant policies and procedures and making sure they continue to be effective.
- (d) The different ways in which people may not meet the requirements and the risks of these actually happening.
- (e) The procedures for dealing with people who do not meet the requirements, including requirements for reporting.

Regulations, rules and guidelines

- 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

- 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

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

Portfolios do not need to be very large and must contain the learners'

own work, not an abundance of tutor handouts

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

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Additional Information

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Plan, Allocate and Monitor Work Of A Team

Unit Reference	Y/600/9669
Level	3
Credit Value	5
Guided Learning Hours	25
Unit Summary	This unit is for those who plan, allocate and manage work for a team. They will also be able to monitor and evaluate the performance of team members and improve the performance of a team
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Be able to plan work for a team	1.1 Agree team objectives with own manager 1.2 Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team
2. Be able to allocate work across a team	2.1 Discuss team plans with a team 2.2 Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members 2.3 Agree standard of work required by team
3. Be able to manage team members to	3.1 Support all team members in order to achieve team objectives

achieve team objectives	
4. Be able to monitor and evaluate the performance of team members	<p>4.1 Assess team members' work against agreed standards and objectives</p> <p>4.2 Identify and monitor conflict within a team</p> <p>4.3 Identify causes for team members not meeting team objectives</p>
5. Be able to improve the performance of a team	<p>5.1 Identify ways of improving team performance</p> <p>5.2 Provide constructive feedback to team members to improve their performance</p> <p>5.3 Implement identified ways of improving team performance</p>
<p>Mapping to National Occupational Standards D5</p>	

Supporting Unit Information

Y/600/9669 Plan, allocate and monitor work of a team - Level 3

Indicative Content

The competent person must

- Make time available to support others.
- Clearly agree what is expected of others and hold them to account.
- Prioritise objectives and plan work to make best use of time and resources.
- State own position and views clearly and confidently in conflict situations.
- Show integrity, fairness and consistency in decision-making.
- Seek to understand people's needs and motivations.
- Take pride in delivering high quality work.
- Take personal responsibility for making things happen.
- Encourage and support others to make the best use of their abilities.
- Be vigilant for possible risks and hazards.

The key areas of knowledge and understanding

- Different ways of communicating effectively with members of a team.
- The importance of confirming/clarifying the work required of the team with manager and how to do this effectively.
- How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.
- How to identify and take due account of health and safety issues in the planning, allocation and checking of work.
- Why it is important to allocate work across the team on a fair basis and how to do so.
- 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.
- Effective ways of regularly and fairly checking the progress and quality of the work of team members.
- How to provide prompt and constructive feedback to team members.
- 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 additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.
- Why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.
- Why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members.
- The type of problems and unforeseen events that may occur and how to support team members in dealing with them.
- How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.

The skills and techniques

- Communicating
- Providing feedback
- Planning
- Reviewing
- Motivating
- Valuing and supporting others
- Problem solving
- Monitoring
- Decision making
- Prioritising
- Team building
- Managing conflict
- Information management
- Leadership
- Coaching
- Delegating
- Setting objectives
- Stress management

Regulations, rules and guidelines

- 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

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

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

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Additional Information

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Develop and Evaluate Operational Plans For Own Area of Responsibility

Unit Reference	Y/600/9588
Level	5
Credit Value	6
Guided Learning Hours	25
Unit Summary	This unit is for those who align objectives of their own area of responsibility with those of their own organisation. They will be able to implement, monitor and evaluate operational plans in their own area of responsibility
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Be able to align objectives of own area of responsibility with those of own organisation	1.1 Identify operational objectives within own area of responsibility 1.2 Analyse objectives of own area of responsibility in relation to those of own organisation
2. Be able to implement operational plans in own area of responsibility	2.1 Assess risks associated with operational plans and include contingency arrangements 2.2 Identify support from relevant stakeholders 2.3 Implement operational plan within own area of responsibility

3. Be able to monitor and evaluate operational plans in own area of responsibility

3.1 Monitor procedures within the operational plan
3.2 Evaluate operational plans and implement any necessary actions

Mapping to National Occupational Standards

B1

Supporting Unit Information

Y/600/9588 Develop and evaluate operational plans for own area of responsibility - Level 5

Indicative Content

The competent person must

- Balance new ideas with tried and tested solutions.
- Balance risk and desired outcomes.
- Make sure own plans are consistent with the objectives of area of responsibility.
- Make sure own plan is flexible and complements related areas of work.
- Develop and assign objectives to people together with the associated resources.
- Win the support of key colleagues and other stakeholders.
- Monitor and control own plan so that it achieves its overall objectives.
- Evaluate the implementation of own plan and make recommendations that identify good practice and areas for improvement.

The key areas of knowledge and understanding

- The principles and methods of short- to medium-term planning.
- The importance of creativity and innovation in operational planning.
- How to develop and assign Specific, Measurable, Achievable, Realistic and Time-bound (SMART) objectives.
- How to analyse and manage risk.
- How to develop and plan for contingencies.
- The principles and methods of delegation.
- How to use resources effectively to achieve objectives.
- How to consult with colleagues and other key stakeholders.
- How to monitor and control operational plans to achieve their objectives.
- How to develop and use an evaluation framework.
- Specific to the industry/sector, know and understand:
 - Legal, regulatory and ethical requirements.
 - (a) Market developments.
 - (b) Actual and potential competitors, and their strategies and plans.
 - (c) Actual and potential partners, and their strategies and plans.
- Know and understand, in context:
 - (a) The market in which own organisation works.
 - (b) The overall vision of organisation and the goals responsible for

achieving.

(c) Organisation's actual and potential customer base.

(d) Available market opportunities.

(e) How to respond to market opportunities.

(f) Colleagues and other key stakeholders, and their needs and expectations.

(g) Processes for consultation.

(h) Sources of information which can be used to monitor and evaluate plans.

(i) Procedures for reporting and making recommendations

The skills and techniques

- Constantly seek to improve performance.
- Work towards a clearly defined vision of the future.
- Present information clearly, concisely, accurately and in ways that promote understanding.
- Reflect regularly on own and other's experiences, and use these to inform future action.
- Prioritise objectives and plan work to make best use of time and resources.
- Set demanding but achievable objectives for self and others.
- Create a sense of common purpose.
- Balance agendas and build consensus.
- Consider the impact of own actions on others.

Regulations, rules and guidelines

- 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

- 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.

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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Additional Information

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Provide Leadership and Direction For Own Area of Responsibility

Unit Reference	T/600/9601
Level	4
Credit Value	5
Guided Learning Hours	30
Unit Summary	This unit is for those who lead and set objectives in their own area of responsibility. They will be able to communicate the direction for their own area of responsibility and collect feedback to inform improvement and assess their own leadership performance
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Be able to lead in own area of responsibility	1.1 Identify own strengths and ability to lead in a leadership role 1.2 Evaluate strengths within own area of responsibility
2. Be able to provide direction and set objectives in own area of responsibility	2.1 Outline direction for own area of responsibility 2.2 Implement objectives with colleagues that align with those of the organisation
3. Be able to	3.1 Communicate the agreed direction to individuals

<p>communicate the direction for own area of responsibility and collect feedback to inform improvement</p>	<p>within own area of responsibility</p> <p>3.2 Collect feedback to inform improvement</p>
<p>4. Be able to assess own leadership performance</p>	<p>4.1 Assess feedback on own leadership performance</p> <p>4.2 Evaluate own leadership performance</p>
<p>Mapping to National Occupational Standards B5</p>	

Supporting Unit Information

T/600/9601 Provide leadership and direction for own area of responsibility

- Level 4

Indicative Content

The competent person must

- Create a sense of common purpose.
- Take personal responsibility for making things happen.
- Encourage and support others to take decisions autonomously.
- Act within the limits of your authority.
- Make time available to support others.
- Show integrity, fairness and consistency in decision making.
- Seek to understand people's needs and motivations.
- Model behaviour that shows respect, helpfulness and cooperation

The key areas of knowledge and understanding

- Different ways of communicating effectively with members of a team
- How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
- How to plan the achievement of team objectives and the importance of involving team members in this process.
- The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.
- Know that different styles of leadership exist.
- How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements.
- Types of difficulties and challenges that may arise, including conflict within the team, and ways of identifying and overcoming them.
- The importance of encouraging others to take the lead and ways in which this can be achieved.
- The benefits of and how to encourage and recognise creativity and innovation within a team

The skills and techniques

- Communicating
- Planning

- Team building
- Leading by example
- Providing feedback
- Setting objectives
- Motivating
- Consulting
- Problem solving
- Valuing and supporting others
- Monitoring
- Managing conflict
- Decision making
- Following

Regulations, rules and guidelines

- Legal, regulatory and ethical requirements in the industry/sector

Workplace skills

- Standards of performance for the work of your team
- The members, purpose, objectives and plans of your team.
- The personal work objectives of members of your team
- The types of support and advice that team members are likely to need and how to respond to these.

Teaching Strategies And Learning Activities

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

Methods Of Assessment

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Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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Evidence Of Achievement

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

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Additional Information

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Develop Working Relationships with Colleagues and Stakeholders

Unit Reference	K/600/9661
Level	4
Credit Value	4
Guided Learning Hours	20
Unit Summary	This unit is for those who need to know how to identify stakeholders and their relevance to an organisation. They will understand how to establish working relationships with colleagues and stakeholders and be able to create an environment of trust and mutual respect with them
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Know how to identify stakeholders and their relevance to an organisation	1.1 Identify an organisation's stakeholders 1.2 Evaluate the roles, responsibilities, interests and concerns of stakeholders 1.3 Assess the importance of identified stakeholders
2. Understand how to establish working relationships with colleagues and stakeholders	2.1 Clarify how to agree a common sense of purpose with colleagues and stakeholders 2.2 Summarise how to create an environment of trust and mutual respect with colleagues and stakeholders

3. Be able to create an environment of trust and mutual respect with colleagues and stakeholders

3.1 Review and revise the needs and motivations of colleagues and stakeholders

3.2 Demonstrate interaction with colleagues and stakeholders that allows respect for the views and actions of others

Mapping to National Occupational Standards

D2

Supporting Unit Information

K/600/9661 Develop working relationships with colleagues and stakeholders

- Level 4

Indicative Content

The competent person must

- Identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation.
- Establish working relationships with relevant colleagues and stakeholders.
- Recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders.
- Provide colleagues and stakeholders with appropriate information to enable them to perform effectively.
- Consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks.
- Fulfil agreements made with colleagues and stakeholders and let them know.
- Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements.
- Identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities, and to the individuals and organisations involved.
- Monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement.
- Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future, and to identify new stakeholders

The key areas of knowledge and understanding

- The benefits of developing productive working relationships with colleagues and stakeholders.
- Different types of stakeholder and key principles which underpin the 'stakeholder' concept.
- How to identify organisation's stakeholders, including background

information and the nature of their interest in your organisation.

- Principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders.
- Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders.
- How to identify and meet the information needs of colleagues and stakeholders.
- What information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration.
- How to consult with colleagues and stakeholders in relation to key decisions and activities.
- The importance of taking account, and being seen to take account, of the view of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks.
- Why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important.
- How to identify conflicts of interest with colleagues and stakeholders, and the techniques that can be used to manage or remove them.
- How to identify disagreements with colleagues and stakeholders, and the techniques for sorting them out.
- The damage which conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations.
- How to take account of diversity issues when developing working relationships with colleagues and stakeholders.
- How to recognise and take account of political issues when dealing with colleagues and stakeholders.
- How to manage the expectations of colleagues and stakeholders.
- How to monitor and review the effectiveness of working relationships with colleagues and stakeholders.
- How to get and make effective use of feedback on the effectiveness of working relationships from colleagues and stakeholders.
- How to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships.
- The importance of monitoring wider developments in relation to stakeholders and how to do so effectively.
- Specific to the industry/sector, know and understand:
 - (a) Current and emerging political, economic, social, technological, environmental and legal developments.
 - (b) Legislation, regulations, guidelines and codes of practice.
 - (c) Standards of behaviour and performance.

- (d) The culture.
- (e) Developments, issues and concerns of importance to stakeholders.
- Know and understand, in context:
 - (a) The vision, values, objectives, plans, structure and culture of your organisation.
 - (b) Relevant colleagues, their work roles and responsibilities.
 - (c) Identified stakeholders, their background and interest in the activities and performance of the organisation.
 - (d) Agreements with colleagues and stakeholders.
 - (e) The identified information needs of colleagues and stakeholders.
 - (f) Mechanisms for consulting with colleagues and stakeholders on key decisions and activities.
 - (g) The organisation's planning and decision making processes.
 - (h) Mechanisms for communicating with colleagues and stakeholders.
 - (i) Power, influence and politics within the organisation.
 - (j) Standards of behaviour and performance that are expected in the organisation.
 - (k) Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders.

The skills and techniques

- Present information clearly, concisely, accurately and in ways that promote understanding.
- Show respect for the views and actions of others.
- Seek to understand people's needs and motivations.
- Comply with and ensure others comply with legal requirements, industry regulations, organisation policies and professional codes.
- Create a sense of common purpose.
- Work towards win-win solutions.
- Show sensitivity to internal and external politics that impact on your area of work.
- Keep promises and honour commitments.
- Consider the impact of your own actions on others.
- Use communication styles that are appropriate to different people and situations.
- Work to develop an atmosphere of professionalism and mutual support.

Regulations, rules and guidelines

- 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

- 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.

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the unit will be fully used to introduce related and general / key skills /functional skills studies and activities to show the development of Personal Learning and Thinking Skills

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.

Assessment needs to take place in a workplace environment where learners can demonstrate competence.

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

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

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

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

Additional Information

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

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.