



## **Qualification Guidance**

### **SEG Awards Level 1 Award in Fashion and Textiles**

England - 500/4308/0

Wales - C00/0121/8

## About Us

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At the Skills and Education Group Awards 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.

Skills and Education Group Awards 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: [Skills and Education Group Awards Secure Login](#)

## Sources of Additional Information

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The Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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## Specification Code, Date and Issue Number

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The specification code is A2050-01.

Version	Date	Details of change
9.4	March 2020	New qualification guide
9.5	March 2020	Update unit table
9.6	June 2022	New qualification review date
9.7	October 2022	New front page
9.8	November 2022	Formatting amendment
9.9	January 2023	Addition of three new units
10.0	June 2023	Addition of Welsh Designation
10.1	October 2023	Addition of three new units
10.2	April 2024	Addition of three new units

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

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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.

## Introduction

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The SEG Awards Level 1 Award in Fashion and Textiles forms part of a suite of vocationally related qualifications in Fashion and Textiles at Levels 1, 2 and 3. The qualification is a result of employer feedback identifying a demand for programmes of learning in particular specialist areas and the development of technical skills in specific occupational areas.

## Aims

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The SEG Awards Level 1 Award in Fashion and Textiles has been developed with the primary aim of enabling learners to acquire the depth of skills and underpinning knowledge to support progress into further education/training or employment within the fashion and textile industries.

Additionally the qualification supports transfer across specialist sectors within the fashion and textiles industries. This qualification is designed to provide the opportunities for incremental learning. The different size qualifications in the suite add depth and breadth to the specialism being studied without duplicating the learning covered by each qualification.

## Pre-requisites

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This qualification enables 14+ learners to access appropriately sized vocationally relevant programmes of accredited learning.

Skills and Education Group Awards would recommend that learners receive appropriate advice and guidance on the suitability of the qualification before embarking on any learning at higher levels.

## Qualification Structure and Rules of Combination

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### Rules of Combination:

Level 1 Award in Fashion and Textiles: Learners must achieve **12 credits**.

Unit	Unit Number	Level	Credit Value	GL
Sewing and Textiles Pathway				
Design principles in the fashion and textiles industry	K/501/7930	1	6	60
Soft furnishing	A/501/7933	1	6	60
Surface patterning	J/501/7935	1	6	60
Garment Construction (Industrial)	M/501/7928	1	6	60
Pattern Construction	T/501/7929	1	6	60

Garment Construction (Craft)	L/501/7936	1	6	60
Upholstery	M/501/7931	1	6	60
Soft Toy Making	F/501/7934	1	6	60
Industrial Sewing Operations	A/505/2035	1	4	40
Inspection of Finished Sewn Products	L/505/2038	1	4	40
Using Industrial Sewing Machinery	J/505/2037	1	4	40
Fabric Inspection	H/506/4812	1	4	40
Fabric Laying	K/506/4813	1	4	40
Principles of Fabric Cutting	M/506/4814	1	4	40
Hand Pressing of Sewn Products	T/506/4815	1	4	40
Introduction to Finishing Procedures for Sewn Products	J/506/4818	1	9	90
Quality Control of a Sewn Product	F/506/4820	1	4	40
Industrial Apparel Machine Maintenance	L/506/4819	1	10	100
Health and Safety in a Workshop	H/504/2583	1	3	27
Introduction to Footwear	A/618/0145	1	6	27
Fabric Care	L/618/0144	1	1	7
Sorting Fabrics	R/618/0145	1	1	7
Health and Safety in a Textile Manufacturing Business	T/650/5072	1	3	30
Manufacturing Processes in Textile Production	Y/650/5073	1	5	50
Inspection and Quality Checks in Textile Production	A/650/5074	1	5	50
Laundering Items	R/650/8871	1	4	37
Drying Items	T/650/8872	1	4	37
Inspecting Returned Items	Y/650/8873	1	4	37
Introduction to Leather	T/651/1273	1	1	10

Leather Preparation Skills	Y/651/1274	1	5	50
Bond and Stitch Leather	A/651/1275	1	6	60

## Assessment

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Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Units within these qualifications must be assessed in line with the appropriate assessment strategy as stated in each unit. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

## Practice Assessment Material

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Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

## Teaching Strategies and Learning Activities

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

## Progression Opportunities

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The Skills and Education Group Awards suite of qualifications in Fashion and Textiles at provides a flexible range of progression pathways from level 1 through to level 3 offering preparation for entering these roles within industry and progression with those roles as Pattern Cutters (Manual / CAD), Lay Planners (Manual / CAD), Garment Technologists, Designers, Sewing Machinists and Tailors.

Successful achievement of the SEG Awards Level 1 Award/Certificate in Fashion and Textiles provides an introduction and a stepping stone to further specific training and skills development in either apprenticeships or other forms of further education.

Learners may wish to progress onto SEG Awards Level 2 Certificate in Fashion and Textiles.

## Tutor/Assessor Requirements

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Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and/or qualified. In general terms, this usually means that the Assessor must be knowledgeable of the subject/occupational area to at least the level they are delivering/assessing at.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## Language

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These specifications and associated assessment materials are in English only.



## Qualification Summary

<b>Qualification</b>	
SEG Awards Level 1 Award in Fashion and Textiles (Sewing and Textiles) – 500/4308/0	
<b>Qualification Purpose</b>	B1. Prepare for further learning or training, B2. Develop knowledge and/or skills in a subject area
<b>Age Range</b>	Pre 16    ✓    16-18    ✓    18+       19+    ✓
<b>Regulation</b>	The above qualification is regulated by: <ul style="list-style-type: none"> <li>• Ofqual</li> <li>• Qualification Wales</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Internal assessment</li> <li>• Internal and external moderation</li> </ul>
<b>Type of Funding Available</b>	See LARS (Learning Aims Reference Service)
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges
<b>Grading</b>	Pass To achieve a Pass, learners must achieve all of the Learning Outcomes and Assessment Criteria in the units completed and as stated in the rule of combination (RoC).
<b>Operational Start Date</b>	01/09/2008
<b>Review Date</b>	31/12/2025
<b>Operational End Date</b>	
<b>Certification End Date</b>	
<b>Guided Learning (GL)</b>	120 hours
<b>Total Qualification Time (TQT)</b>	120 hours
<b>Skills and Education Group Awards Sector</b>	Fashion and Textiles
<b>Ofqual SSA Sector</b>	4.2 Manufacturing Technologies
<b>Support from Trade Associations/Stakeholder Support</b>	UKFT
<b>Administering Office</b>	See Skills and Education Group Awards web site

## Unit Details

### Design Principles in the Fashion and Textiles Industry

<b>Unit Reference</b>	<b>K/501/7930</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>60 hours</b>
<b>Unit Summary</b>	In this unit learners will demonstrate understanding of design principles through a range of design exercises, exploration of historical influences and their own design ideas. They will work to a design brief using a chosen design source and produce a final design outcome.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Understand the function of colour in design.	2.1 Explain the function of colour in design.
3. Understand the importance of the historical development of design, present developments and future trends.	3.1 Demonstrate a knowledge of the importance of the historical development of design, present developments and future trends. 3.2 Use source material within own work.
4. Be able to evaluate information on a design brief and select suitable research areas.	4.1 Work to a design brief. 4.2 Carry out a range of design exercises: a. line b. form c. balance d. proportion e. texture.
5. Be able to present drawings, source material and written information to a given brief.	5.1 Present drawings, source material and written information to a given brief in a concise and readable manner.

## Soft Furnishing

<b>Unit Reference</b>	<b>A/501/7933</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>60 hours</b>
<b>Unit Summary</b>	In this unit learners will develop an understanding of the methods used in the making of curtains and cushions and calculate the materials required. They will identify and evaluate the materials used, handle the tools required, including sewing machines, and understand the importance of safety in a workroom.
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.1)</b> <i>The learner can</i>
1. Understand health and safety procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Be able to use a straight stitch sewing machine.	2.1 Use a straight stitch sewing machine.
3. Be able calculate the amount of fabric and cost for curtains and cushions.	3.1 Measure and record the exact size required for various curtains and cushions. 3.2 Calculate the amount of fabric required and cost the items. 3.3 Demonstrate awareness of pattern matching and pattern repeat.
4. Be able to mark out, cut and sew curtains.	4.1 Mark out, cut and sew a pair of unlined curtains. 4.2 Demonstrate methods of attaching curtain headings.
5. Have a knowledge of decorative techniques.	5.1 Use a decorative technique on the cushion.
6. Have a knowledge of alternative cushion closures and understand	6.1 Make a pattern for a cushion showing awareness of alternative cushion closures.

<p>the techniques of fixing different edge finishes to cushions.</p>	<p>6.2 Produce samples of two edge finishes to cushions.</p>
<p>7. Be able to make a cushion.</p>	<p>7.1 Produce a cushion demonstrating</p> <ul style="list-style-type: none"><li>a. appropriate closure</li><li>b. decorative technique</li><li>c. edge finish.</li></ul>

## Surface Patterning

<b>Unit Reference</b>	<b>J/501/7935</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>60 hours</b>
<b>Unit Summary</b>	In this unit learners will understand and develop skills in basic printing and dyeing methods and techniques. They will develop skills in embroidery to use as an embellishment on printed or dyed textiles. They will understand the importance of safety in the workroom.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Understand basic textile printing and dyeing techniques.	2.1 Carry out basic print techniques. 2.2 Carry out simple dyeing techniques.
3. Be aware of modern print and dyeing processes in industry.	3.1 Show awareness of modern print processes in industry. 3.2 Show awareness of modern dyeing processes in industry.
4. Understand basic hand and machine embroidery techniques.	4.1 Use basic hand stitches. 4.2 Use the sewing machine to produce embroidered effects.
5. Be able to produce and transfer a design and use to decorate a finished article using at least two different media.	5.1 Produce and transfer a design and use to decorate a finished article using at least two different media.

## Garment Construction (Industrial)

<b>Unit Reference</b>	<b>M/501/7928</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>60 hours</b>
<b>Unit Summary</b>	In this unit learners will develop technical knowledge in garment construction and develop basic skills in the usage of industrial sewing machinery. They will develop an understanding of manufacturing specifications and quality requirements and develop dexterity and technical knowledge in machining and pressing, in a variety of fabrics. Learners will gain an understanding of the importance of interfacing in garment making and of the correct choice of needle and thread in relation to various fabrics. They will display knowledge of machining faults and their remedies and understand the importance of safety in a workroom.
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.2)</b> <i>The learner can</i>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Know how to position, handle and sew together cut parts.	2.1 Position, handle and sew together cut parts to a specified quality standard.
3. Be able to operate industrial sewing machinery and produce samples.	3.1 Operate industrial sewing machinery to produce a minimum of six samples in woven and knitted fabrics, for example: a. overlock seam b. flat seam c. buttonhole d. zip insertion e. hems f. reinforced seam.
4. Know which threads and needles are suitable for sewing specific fabrics.	4.1 Identify suitable threads and needles for sewing various fabrics.
5. Be able to recognise stitching faults and know how to correct them.	5.1 Recognise stitching faults and the action to be taken accordingly.

<p>6. Understand the basic principles of top-pressing and under-pressing.</p>	<p>6.1 Demonstrate competence in the basic principles of top-pressing and under-pressing.</p>
<p>7. Be able to produce pre-cut garments from a making specification sheet and working drawing.</p>	<p>7.1 Produce two simple pre-cut garments from a making specification sheet and working drawing:</p> <ul style="list-style-type: none"> <li>a. a simple skirt with a waistband/facing and a zip</li> <li>b. a garment with inserted sleeves.</li> </ul> <p>7.2 Use appropriate interfacing.</p>

## Pattern Construction

<b>Unit Reference</b>	<b>T/501/7929</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>60 hours</b>
<b>Unit Summary</b>	In this unit learners will develop basic skills and understanding of the construction of flat patterns and acquire a theoretical and practical knowledge of lay planning and an appreciation of fabric economy. They will consolidate the knowledge acquired for establishing a base for further progress and understand the importance of safety in a workroom.
<b>Learning Outcomes (1 to 7)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 7.1)</b> <i>The learner can</i>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Understand standard measurements.	2.2 Demonstrate knowledge of standard measurements.
3. Be able to relate 2-dimensional patterns to the 3-dimensional figure.	3.1 Relate 2-dimensional patterns to the 3-dimensional figure.
4. Understand pattern cutting techniques, principles and practice.	4.1 Display knowledge of pattern cutting techniques, principles and practice.
5. Know how to make simple adaptations using standard blocks.	5.1 Using standard blocks make three simple adaptations for each of the following: a. skirts b. bodices c. sleeves d. collars.
6. Be able to take an adaptation through to a finished pattern.	6.1 Take one adaptation through to a finished pattern in full scale. 6.2 Present the pattern with appropriate markings and information.



7. Understand lay planning and fabric economy.

7.1 Produce an economical lay plan.

## Garment Construction (Craft)

<b>Unit Reference</b>	<b>L/501/7936</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>60 hours</b>
<b>Unit Summary</b>	In this unit learners will develop an understanding of how to use a simple pattern, develop knowledge of craft construction and use basic sewing machinery. Learners will be able to understand the importance of the correct choice of needle and thread in relation to various fabrics and be able to identify machining faults and their remedies. Learners will develop an understanding of cutting, construction and pressing of a variety of fabrics and will know the importance of interfacing in garment making. Health and safety considerations will be paramount throughout the unit.
<b>Learning Outcomes (1 to 10)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 10.3)</b> <b><i>The learner can</i></b>
1. Understand the safe working practices within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use sewing and pressing equipment safely.
2. Know which needles and threads are suitable for sewing chosen fabrics.	2.1 Identify suitable threads for sewing the fabrics. 2.2 Identify suitable needle size for sewing the fabrics.
3. Be able to recognise stitching faults and know how to correct them.	3.1 Recognise stitching faults. 3.2 Correct the fault to achieve a good stitch.
4. Be able to stitch sample seams and sample hem finishes.	4.1 Stitch sample seams in order to select the correct one. 4.2 Produce sample hem finishes to aid selection.
5. Understand principles of top pressing and under pressing.	5.1 Demonstrate under pressing. 5.2 Demonstrate top pressing.

<p>6. Be able to choose a pattern and select suitable material for the style.</p>	<p>6.1 Select patterns for chosen garments. 6.2 Choose appropriate fabric for each garment.</p>
<p>7. Be able to cut out a given size of garment.</p>	<p>7.1 Prepare the pattern. 7.2 Prepare the fabric. 7.3 Lay the pattern on fabric economically. 7.4 Cut out accurately.</p>
<p>8. Know how to position, handle and tack together cut parts and be able to construct garments.</p>	<p>8.1 Position, handle and tack together cut parts to an accurate standard. 8.2 Use a sewing machine to construct garments. 8.3 Demonstrate use of hand stitching.</p>
<p>9. Be able to fit garments.</p>	<p>9.1 Try on garments. 9.2 Adjust for a good fit.</p>
<p>10. Be able to finish garments to a good standard.</p>	<p>10.1 Complete top pressing. 10.2 Remove tackings. 10.3 Attach any fasteners.</p>

## Upholstery

<b>Unit Reference</b>	<b>M/501/7931</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>60 hours</b>
<b>Unit Summary</b>	In this unit learners will develop dexterity in the use of tools and equipment, have knowledge of the applications of various fabrics and their suitability and be aware of the health and safety regulations within upholstery. They will develop technical knowledge of the construction of upholstered items and develop cutting / marking skills. They will be able to identify and name various tools and their usage and gain elementary practical experience of upholstery work.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Know about materials, and, where applicable, components used in upholstering a chair or stool.	2.1 Identify and name materials, and, where applicable, components used in upholstering a chair or stool.
3. Be able to measure and cut materials and fabrics to specified dimensions.	3.1 Measure and cut materials and fabrics to specified dimensions.
4. Be able to web and canvas a frame.	4.1 Demonstrate how to web and canvas a frame.
5. Be able to cover an item in vinyl or fabric.	5.1 Cover an item either in vinyl or fabric using staples, adhesive and stitching.

## Soft Toy Making

<b>Unit Reference</b>	<b>F/501/7934</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>60 hours</b>
<b>Unit Summary</b>	In this unit learners will operate appropriate sewing machines and develop dexterity in pinning, laying/cutting out of pattern, fixing of safety eyes and noses. They will develop knowledge of consumer safety requirements and gain knowledge of fillings and a variety of fabrics.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Be able to position, handle and sew together cut parts.	2.1 Demonstrate competence in positioning, handling and sewing together of cut parts to a specified quality standard.
3. Have a knowledge of threads and needles required in soft toy making.	3.1 Identify and use various threads and needles required in tacking and stitching.
4. Have a knowledge of materials and fillings for the construction of soft toys.	4.1 Identify appropriate materials for: <ul style="list-style-type: none"> <li>a. making soft toys</li> <li>b. eyes, nose, mouth and ears</li> <li>c. fillings.</li> </ul>
5. Be able to produce a soft toy from a pre-designed pattern.	5.1 Produce a soft toy from a pre-designed pattern selecting and using appropriate materials.

## Industrial Sewing Operations

<b>Unit Reference</b>	<b>A/505/2035</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>40 hours</b>
<b>Unit Summary</b>	In this unit, learners will develop skills in the use of the following industrial sewing equipment <ul style="list-style-type: none"> <li>• lock stitch machine</li> <li>• overlocker</li> </ul>
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Understand the safe working procedure within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Be able to use a lock stitch machine.	2.1 Use a lock stitch machine to produce: <ul style="list-style-type: none"> <li>a. straight lines</li> <li>b. slow curves</li> <li>c. simple lines on single fabric</li> <li>d. seams using double fabric</li> <li>e. straight hem</li> <li>f. twin stitch seam.</li> </ul> 2.2 Use appropriate stitch tension and formation to achieve a quality finish.
3. Be able to use an overlocker.	3.1 Use an overlocker to produce: <ul style="list-style-type: none"> <li>a. straight lines</li> <li>b. curves</li> <li>c. joints of 2 pieces of fabric</li> <li>d. a variety of shapes.</li> </ul> 3.2 State how to adjust an overlocked stitch if it is too tight or too loose. 3.3 Use appropriate stitch tension and formation to achieve a satisfactory finish.

## Inspection of Finished Sewn Products

<b>Unit Reference</b>	<b>L/505/2038</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>40 hours</b>
<b>Unit Summary</b>	In this unit, learners will learn about the inspection process involved when inspecting finished sewn products. They will then be required to demonstrate that they can inspect finished products.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.5)</b> <i>The learner can</i>
1. Understand the safe working procedure within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Understand the inspection process of finished sewn products.	2.1 State where and from whom goods are received for inspection. 2.2 Identify the main stages of the inspection process. 2.3 List the tools, machinery and methods used to quality control a garment. 2.4 Identify what happens to an item after inspection in the following circumstances: a. having passed quality control b. failed quality control. 2.5 Identify the relevant documents used in the inspection process.
3. Carry out inspection of finished sewn products.	3.1 Inspect a finished sewn product following the main stages of the inspection process. 3.2 Use appropriate tools and equipment to correctly carry out your inspection. 3.3 Complete relevant documents correctly. 3.4 Feedback information to relevant people. 3.5 Pass on the inspected products as appropriate.

## Using Industrial Sewing Machinery

<b>Unit Reference</b>	<b>J/505/2037</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>40 hours</b>
<b>Unit Summary</b>	In this unit, learners will develop their skills in the use of industrial sewing machinery.
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.4)</b> <b><i>The learner can</i></b>
1. Understand the safe working procedure within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Be able to identify machine parts.	2.1 Identify the main parts of a flatbed straight stitch machine. 2.2 Identify the main parts of an overlocker.
3. Be able to operate an industrial sewing machine.	3.1 Thread a machine correctly. 3.2 Wind and position a bobbin on the machine correctly. 3.3 Check the tension on the machine and adjust as necessary. 3.4 Demonstrate the following sewing tests on a straight stitch machine: a. straight lines b. spirals c. curves d. boxes.
4. Be able to use scissors and snips.	4.1 Using scissors correctly safely cut fabric marked on a lay. 4.2 Using snips clean a sewn item correctly and safely.
5. Be able to perform basic maintenance procedures on sewing machines and other	5.1 Check oil levels. 5.2 Remove, replace and discard machine needles.



equipment.	<p>5.3 Clean and replace a bobbin case.</p> <p>5.4 Clean machinery and equipment using correct procedure.</p>
6. Be able to operate an overlocker machine.	<p>6.1 Thread 3, 4 and 5 thread overlockers correctly.</p> <p>6.2 Thread a Baby overlocker correctly.</p> <p>6.3 Adjust tension for lockers.</p> <p>6.4 Overlock the following:</p> <ul style="list-style-type: none"> <li>a. straight edge</li> <li>b. curved edge.</li> </ul>

## Fabric Inspection

<b>Unit Reference</b>	<b>H/506/4812</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>40 hours</b>
<b>Unit Summary</b>	In this unit the learners will demonstrate an understanding of fabric qualities and faults.
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.5)</b> <b><i>The learner can</i></b>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Know about fabric inspection.	2.1 List the main properties of: a. natural fabrics b. man-made fabrics. 2.2 Identify common faults for both natural and man-made fabrics. 2.3 Describe a critical and non-critical fabric fault. 2.4 Propose a solution for a critical and non-critical fabric fault. 2.5 List the appropriate equipment needed to identify shading and colour continuity.
3. Be able to carry out an inspection of fabric using correct procedures.	3.1 Make sure that own work area, equipment and tools are free from lubricants and debris. 3.2 Inspect the fabric in accordance with organisation's rules, codes, guidelines and standards. 3.3 Explain types of faults which may occur, how they are identified and how they should be dealt with. 3.4 Explain why it is important to record details of faults and the potential consequences of not recording them. 3.5 Complete the relevant paperwork and attach a fabric swatch for reference.

## Fabric Laying

<b>Unit Reference</b>	<b>K/506/4813</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>40 hours</b>
<b>Unit Summary</b>	In this unit the learners will demonstrate an understanding of fabric laying.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.6)</b> <i>The learner can</i>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Understand the properties of fibres and fabrics.	2.1 Explain the characteristics of a range of knitted fabrics. 2.2 Explain the characteristics of a range of woven fabrics. 2.3 Identify fabrics that require special attention when lay planning. 2.4 List the paperwork needed for lay planning.
3. Be able to participate in fabric laying.	3.1 Describe the roles within a team laying fabric manually. 3.2 Describe the lay planning process: a. manual b. CAD/CAM. 3.3 Select the correct lay plan for: a. stretch fabric b. nap c. check. 3.4 Demonstrate and explain how to 'Mark in' ensuring the correct positioning and placing of patterns for economic use of material. 3.5 Manually lay-up fabric within tolerance in accordance with organisational rules, codes, guidelines and standards.

	3.6 Identify acceptable material faults and mark for future identification.
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## Principles of Fabric Cutting

<b>Unit Reference</b>	<b>M/506/4814</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>40 hours</b>
<b>Unit Summary</b>	In this unit the learners will demonstrate an understanding of fabric cutting.
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.2)</b> <b><i>The learner can</i></b>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Know the procedures for cutting.	2.1 Check that the work area, equipment and tools are free from lubricants and debris. 2.2 Check and confirm fabrics, components and lay plan meet the specification. 2.3 Demonstrate relaxing of the fabric. 2.4 Explain why this is important. 2.5 Calculate length of lay, depth of lay and cutting size and ratios. 2.6 List the paperwork needed for cutting.
3. Be able to prepare for cutting.	3.1 Select the correct cutting tools. 3.2 Explain how to cut safely with scissors. 3.3 Explain how to cut safely with: a. straight knife b. hand held rotary knife c. CAD/CAM. 3.4 Identify faulty equipment and take action within the limits of own responsibility.
4. Understand the principles of bundling for production.	4.1 Explain why the bundle production system is used. 4.2 Organise bundles: a. by size for machinists

	b. by components for machinists.
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## Hand Pressing of Sewn Products

<b>Unit Reference</b>	<b>T/506/4815</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>40 hours</b>
<b>Unit Summary</b>	In this unit the learners will demonstrate an understanding of hand pressing of sewn products.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.2)</b> <i>The learner can</i>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Be able to prepare for pressing.	2.1 Ensure that equipment and operating surfaces are clean and free of contamination. 2.2 Identify the correct temperature, pressure and steam to be used for a range of: a. natural fabrics b. man-made fabrics. 2.3 Define an equipment fault and how it should be dealt with safely. 2.4 State how to maintain pressing equipment.
3. Understand pressing procedures.	3.1 Identify appropriate equipment for the garment to be pressed to achieve specified results using: a. dry iron b. steam iron. 3.2 Compare test pressing to the specification: a. shine b. stretch c. shrinkage d. fabric reaction. 3.3 Explain why it is important to check the product against the specification.
4. Be able to carry out top-pressing and under-pressing.	4.1 Demonstrate the basic principles of top-pressing and under-pressing.

<p>5. Know how to perform quality checks in the pressing area.</p>	<p>5.1 Explain why performing quality checks in the pressing area can contribute to production targets.</p> <p>5.2 Inspect a pressed garment in accordance with organisational rules, codes, guidelines and standards.</p>
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## Introduction to Finishing Procedures for Sewn Products

<b>Unit Reference</b>	<b>J/506/4818</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>9</b>
<b>Guided Learning</b>	<b>90 hours</b>
<b>Unit Summary</b>	In this unit the learners will demonstrate an understanding of finishing procedures for sewn products.
<b>Learning Outcomes (1 to 6)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.2)</b> <b><i>The learner can</i></b>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Understand in-line and end-line quality control guidelines.	2.1 Identify and describe what actions should be taken for: a. puckered or distorted seam b. skipped stitches and loose threads. 2.2 Explain the differences in the Quality Control guidelines between the following: a. critical fault b. non-critical fault.
3. Understand the importance of final inspection audit.	3.1 Explain what AQL (acceptable quality level) is for two different clients. 3.2 List minimum requirements for inspection of a product for two different clients. 3.3 Explain the tolerance allowance percentage for two different clients for: a. minor fault b. major fault c. critical fault. 3.4 List the quality inspection checklist for two different clients and use the correct documents for recording.
4. Be able to carry out end of line inspection of finished sewn products.	4.1 Inspect product/s and carry out critical measurement against the size chart. 4.2 Use and complete the correct documents (4.1) in

	<p>accordance with organisational procedures.</p> <p>4.3 Explain how the information would be passed on to the appropriate person.</p>
<p>5. Understand the final pressing procedure.</p>	<p>5.1 Describe the correct method of setting up pressing equipment relative to three different garments.</p> <p>5.2 Identify what constitutes a well pressed garment/s.</p> <p>5.3 Explain why the garment/s are to be hung up after pressing.</p>
<p>6. Understand how to pack and store finished sewn products.</p>	<p>6.1 List the different types of packing/storage systems and reasons for their usages.</p> <p>6.2 Explain the final delivery instructions of garments from manufacturers to the client's warehouse.</p>

## Quality Control of a Sewn Products

<b>Unit Reference</b>	<b>F/506/4820</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>40 hours</b>
<b>Unit Summary</b>	In this unit the learners will demonstrate an understanding of fabric qualities and faults.
<b>Learning Outcomes (1 to 3)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.4)</b> <b><i>The learner can</i></b>
1. Understand the safe working procedures within a workroom.	<p>1.1 Demonstrate and follow safe working practices in a workroom.</p> <p>1.2 Use workroom equipment safely.</p>
2. Understand the inspection process of manufacturing a sewn product.	<p>2.1 Describe where and from whom goods are received for inspection.</p> <p>2.2 Participate in pre-production process.</p> <p>2.3 Identify the main stages of the inspection listing the tool, machinery used to quality control a garment for:           <ul style="list-style-type: none"> <li>a. top of the lay</li> <li>b. in work checks.</li> </ul> </p> <p>2.4 Identify the relevant documents used in the inspection process for:           <ul style="list-style-type: none"> <li>a. top of the lay</li> <li>b. in work checks.</li> </ul> </p>
3. Be able to carry out an inspection of a finished sewn product.	<p>3.1 Inspect a finished sewn product following the main stages of inspection process, identifying:           <ul style="list-style-type: none"> <li>a. minor faults</li> <li>b. major faults</li> <li>c. critical faults.</li> </ul> </p> <p>3.2 Explain why performing inspection checks can contribute to production targets.</p> <p>3.3 Complete relevant documents correctly and generate a M.D.A (merchandise delivery authorisation).</p> <p>3.4 Report your findings to the appropriate person.</p>

## Industrial Apparel Machine Maintenance

<b>Unit Reference</b>	<b>L/506/4819</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>10</b>
<b>Guided Learning</b>	<b>100 hours</b>
<b>Unit Summary</b>	In this unit the learners will demonstrate an understanding of machine maintenance.
<b>Learning Outcomes (1 to 5)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 5.1)</b> <b><i>The learner can</i></b>
1. Understand the safe working procedures within a workroom.	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Be able to prepare for servicing apparel machinery.	2.1 Name and select the necessary tools, equipment, component and component parts for: a. a flatbed machine b. a 3 thread overlocker c. a 4 thread overlocker d. a 5 thread overlocker e. cover stitch machine f. felling machine. 2.2 List and select the cleaning substances and lubricants to be used.
3. Be able to carry out routine maintenance on a flatbed machine.	3.1 Ensure the work area is free from obstruction and isolated. 3.2 Locate the isolator switch. 3.3 Visually check the overhead cable. 3.4 Carry out a test run to identify problems. 3.5 Remove and reattach the needle and presser foot. 3.6 Clean the machine and produce a flow chart of the processes used. 3.7 Explain a broken needle policy, identifying the procedures. 3.8 Demonstrate replacement of a broken needle, completing organisation reporting procedures.

	<p>3.9 Check the oil level and maintain the correct level.</p> <p>3.10 Show how to drain and replace the oil.</p>
<p>4. Be able to carry out quality checks on a flatbed machine.</p>	<p>4.1 Ensure the work area is free from contamination.</p> <p>4.2 Dismantle, replace and re-assemble specific parts following manufacturers' instructions.</p> <p>4.3 Replace the bobbin and threader.</p> <p>4.4 Adjust the tension and settings for a specific fabric.</p> <p>4.5 Complete a final test run.</p> <p>4.6 Store all tools, equipment, materials and chemicals safely.</p> <p>4.7 Complete a report card accurately.</p>
<p>5. Be able to present information to the appropriate person.</p>	<p>5.1 Report your findings to the appropriate person.</p>

## Health and Safety in a Workshop

<b>Unit Reference</b>	<b>H/504/2583</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>27 hours</b>
<b>Unit Summary</b>	This unit aims to provide learners with a basic introduction to workshop safety and personal safety in the workshop.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
1. Know about the potential risks and hazards in a workshop environment.	1.1 Identify potential risks and hazards. 1.2 State the harm that can be caused by the risks and hazards identified. 1.3 State ways to reduce the risks identified. 1.4 Identify safety signs used.
2. Know about safe working procedures in a workshop environment.	2.1 Describe the function of PPE required. 2.2 State why safe working practice is essential. 2.3 State the action to be taken if faulty or damaged equipment is found.
3. Be able to work safely in a workshop environment.	3.1 Demonstrate the correct use of PPE. 3.2 Demonstrate correct manual handling techniques. 3.3 Demonstrate safe use of access equipment.
4. Know health and safety rights and responsibilities.	4.1 Identify the key aspects of Health and Safety legislation in a workshop. 4.2 State the main health and safety responsibilities of employees. 4.3 State the main health and safety responsibilities of employers.

## Introduction to Footwear

<b>Unit Reference</b>	<b>A/618/0186</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>27 hours</b>
<b>Unit Summary</b>	<p>In this unit learners will develop knowledge of the footwear industry, the history of the industry and the various types of footwear.</p> <p>They will understand the construction of the foot and how to measure it accurately.</p> <p>The basic construction techniques involved in the shoe industry and how to design and construct a prototype product.</p>
<b>Learning Outcomes (1 to 6)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 6.3)</b> <i>The learner can</i>
1. Understand safe working procedures for footwear manufacture.	1.1 Follow safe working practices. 1.2 Use workroom equipment safely.
2. Understand the history of footwear.	2.1 Provide a brief outline of the history of footwear. 2.2 Explain the purposes of footwear.
3. Know about the foot and the basic materials involved in footwear construction.	3.1 Demonstrate a basic understanding of the foot. 3.2 Outline the basic materials involved in footwear construction: <ol style="list-style-type: none"> <li>Skins; Leather, Suede, Nubuck</li> <li>Natural materials; Cotton, Linen, etc</li> <li>Manmade materials; Vinyl, Rubber etc</li> <li>Toe puffs, stiffeners, insoles, shanks.</li> </ol>
4. Know about standard sizing.	4.1 Understand sizing in the UK and EU. 4.2 Explain the basic principles of taking measurements.
5. Understand the different techniques involved in footwear manufacture.	5.1 Outline footwear manufacture techniques: <ol style="list-style-type: none"> <li>Skiving</li> <li>Closing</li> <li>Lasting</li> <li>Attaching the sole</li> </ol>

	<ul style="list-style-type: none"> <li>e. Finishing the footwear</li> <li>f. Quality.</li> </ul>
<p>6. Be able to design and make a slipper/shoe.</p>	<ul style="list-style-type: none"> <li>6.1 Design a slipper/shoe.</li> <li>6.2 Make a prototype of the slipper/shoe.</li> <li>6.3 Understand a specification and its purpose.</li> </ul>



## Fabric Care

<b>Unit Reference</b>	<b>L/618/0144</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>7 hours</b>
<b>Unit Summary</b>	The unit covers the different fabric types, staining and care labels.
<b>Learning Outcomes (1 to 3) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3) <i>The learner can</i></b>
1. Identify different types of staining.	<p>1.1 Identify 3 types of different stains.</p> <p>1.2 Describe the methods to remove identified stains.</p> <p>1.3 Explain the consequences of using incorrect stain removal techniques on the identified stains.</p>
2. Understand the different fibre types.	<p>2.1 State the differences between manmade fibres and natural fibres.</p> <p>2.2 Identify 2 manmade and 2 natural fibres.</p> <p>2.3 Identify garments commonly produced using the fabric created from each fibre type identified.</p>
3. Understand care labels.	<p>3.1 State why it is important to understand care labels.</p> <p>3.2 Identify common symbols that are found on care labels and their meaning.</p> <p>3.3 State the consequences of not following the wash label correctly.</p>

## Sorting Fabrics

<b>Unit Reference</b>	<b>R/618/0145</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>7 hours</b>
<b>Unit Summary</b>	In this unit, learners will cover the sorting and classification of fabrics for washing.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Identify risk within the sorting process.	<p>1.1 List 3 risks associated with the sorting process and PPE needed.</p> <p>1.2 Describe the procedure you would follow if you found any risks.</p> <p>1.3 Explain the consequences of not following the correct safety procedures.</p>
2. Understand sorting classification.	<p>2.1 List 3 factors you would sort fabrics on.</p> <p>2.2 Explain the procedure to be followed if you identify damaged items.</p> <p>2.3 State the importance of the weight of the washing load.</p> <p>2.4 Explain the consequences if correct sorting procedures are not followed.</p>
3. Understand equipment used in the sorting process.	<p>3.1 List 3 types of equipment used in the sorting process.</p> <p>3.2 Explain the importance of reporting faulty equipment.</p> <p>3.3 State who to contact for equipment failure.</p>

## Health and Safety in a Textile Manufacturing Business

<b>Unit Reference</b>	<b>T/650/5072</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>3</b>
<b>Guided Learning</b>	<b>30 hours</b>
<b>Unit Summary</b>	This unit aims to provide learners with a basic introduction to safety in the textile manufacturing industry.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
1. Know about the potential risks and hazards associated with a textile production facility.	1.1 Identify potential risks and hazards. 1.2 State the harm that can be caused by the risks and hazards identified. 1.3 State ways to reduce the risks identified. 1.4 Identify safety signs used.
2. Know about safe working procedures in a textile production environment.	2.1 Describe the function of PPE required in a mill/factory. 2.2 State why safe working practice is essential at work. 2.3 State the action to be taken if faulty or damaged equipment is found.
3. Be able to work safely in a textile production environment.	3.1 Demonstrate the correct use of PPE. 3.2 Demonstrate correct manual handling techniques. 3.3 Demonstrate safe use of tools, equipment and machinery.
4. Know health and safety rights and responsibilities.	4.1 Identify the key aspects of Health and Safety legislation in the workplace. 4.2 State the main health and safety responsibilities of employees.

	4.3 State the main health and safety responsibilities of employers.
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## Manufacturing Processes in Textile Production

<b>Unit Reference</b>	<b>Y/650/5073</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning</b>	<b>50 hours</b>
<b>Unit Summary</b>	This unit aims to provide learners with a basic introduction to textile manufacturing processes using a range of textile machinery.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.3)</b> <i>The learner can</i>
1. Understand the textile manufacturing processes within the mill.	1.1 Read work instructions and know how to carry out basic processes. 1.2 Use equipment in line with safe operating procedures.
2. Know how to accurately identify machines and machine parts, and the role these machines play in textile production.	2.1 Identify the main parts of a piece of textile manufacturing equipment. 2.2 Outline the key components of manufacturing and the types of machinery used in production.
3. Be able to operate basic textile machinery.	3.1 Work with colleagues to plan and prepare machines for production. 3.2 Undertake pre-production machinery checks. 3.3 Work with colleagues to load/unload machines in line with appropriate work expectations.
4. Be able to perform basic machinery housekeeping and maintenance techniques on equipment.	4.4 Clean down machines prior to production. 4.5 Know how to check and complete maintenance records. 4.6 Carry out scheduled maintenance in line with operating procedures and work instructions.

## Inspection and Quality Checks in Textile Production

<b>Unit Reference</b>	<b>A/650/5074</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning</b>	<b>50 hours</b>
<b>Unit Summary</b>	This unit aims to provide learners with a basic introduction to textile inspection and what to look for when carrying out quality checks on textile products.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.4)</b> <i>The learner can</i>
1. Understand the safe working procedures within a textile testing area.	<p>1.1 Follow safe working practices in a textile laboratory, quality control area or testing and inspection space.</p> <p>1.2 Use inspection and testing equipment safely and in line with appropriate instructions.</p>
2. Know the basic methods of testing that are used in textile production.	<p>2.1. List the main properties of natural and man-made fibres, yarns and fabrics.</p> <p>2.2. Identify common faults that occur during textile production.</p> <p>2.3. Describe the differences between critical and non-critical faults.</p> <p>2.4. Know the documentary evidence to be completed when identifying faults.</p>
3. Be able to carry out a basic test in a controlled environment.	<p>3.1. Prepare and appropriately maintain the work area for testing.</p> <p>3.2. Inspect the textile product in accordance with organisation's rules, codes, guidelines, and standards.</p> <p>3.3. Explain types of faults that could occur, how they are identified and how they are handled.</p> <p>3.4. Explain how records of faults are maintained.</p>

## Laundrying Items

<b>Unit Reference</b>	<b>R/650/8871</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>37 hours</b>
<b>Unit Summary</b>	This unit will give learners an introduction to laundrying items. Learners will understand the basic operation of a washing machine.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.7)</b> <i>The learner can</i>
1. Understand the wash process.	<p>1.1 List the four parameters that impact the wash cycle.</p> <p>1.2 Explain how each parameter is controlled by the operative/machine programme.</p> <p>1.3 Explain the main consequences of inaccurate:</p> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Chemistry</li> <li>• Time</li> <li>• Mechanical Action.</li> </ul>
2. Be able to prepare loads and machine for washing.	<p>1.4 Receive items after sorting.</p> <p>1.5 Make accurate size loads from the pre-sorted items.</p> <p>1.6 Work with colleagues to prioritise loads for washing.</p> <p>1.7 Check the machine inputs are at appropriate levels:</p> <ul style="list-style-type: none"> <li>• Power</li> <li>• Water</li> <li>• Detergents</li> </ul>
3. Be able to operate the washing machine.	<p>3.1 Demonstrate how to load the machine using correct manual handling methods.</p> <p>3.2 Check the machine is ready for operation.</p> <p>3.3 Select the correct wash programme for the load.</p>

	<ul style="list-style-type: none"><li>3.4 Run a wash cycle on the machine.</li><li>3.5 Demonstrate how to unload the machine using the correct manual handling methods.</li><li>3.6 Progress the washed load on to the next process.</li><li>3.7 Explain the emergency shut down procedure of the machine.</li></ul>
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## Drying Items

<b>Unit Reference</b>	<b>T/650/8872</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>37 hours</b>
<b>Unit Summary</b>	This unit will teach learners about different methods of drying fabrics and garments, including the benefits and drawbacks of each method, and how to identify which method to use for specific items. Learners will also gain practical skills in drying items using non-mechanical methods and operating a tumble dryer.
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.5)</b> <i>The learner can</i>
1. Understand different drying methods.	<p>1.1 Name three different drying methods.</p> <p>1.2 Describe the main benefits and drawbacks of each drying method.</p> <p>1.3 Explain the main consequences of using the wrong drying method on a fabric or garment.</p>
2. Identify which drying method should be used for specific items.	<p>2.1 Identify at least three items suitable for tumble drying.</p> <p>2.2 Identify at least three items suitable for hang/line drying.</p> <p>2.3 Identify at least three items which have to be lay flat dried.</p>
3. Be able to dry items by non-mechanical methods.	<p>3.1 Hang laundered items and confirm when they are dry.</p> <p>3.2 Lay flat laundered items and confirm when they are dry.</p>
4. Use mechanical methods to dry items.	<p>4.1 Perform machine pre-checks.</p> <p>4.2 Make up appropriate load to be tumble dried.</p> <p>4.3 Load machine with appropriate load.</p>

	<p>4.4 Select appropriate drying programme/parameters on the machine.</p> <p>4.5 Unload items from the machine after drying has been completed.</p>
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## Inspecting Returned Items

<b>Unit Reference</b>	<b>Y/650/8873</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>4</b>
<b>Guided Learning</b>	<b>37 hours</b>
<b>Unit Summary</b>	This unit will teach learners how to manage returns of items by understanding the procedures for receipting and knowing where items will move to after being accepted. Additionally, learners will be able to identify and remove stains from items and inspect them for faults.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.3)</b> <i>The learner can</i>
1. Understand and carry out the procedures for accepting returned items.	<p>1.1 Know where the items will be returned from.</p> <p>1.2 Be able to receipt items in accordance with the company procedures.</p> <p>1.3 Keep the work area clean and tidy while processing returned items.</p> <p>1.4 Know where items will move to once the returned item has been accepted.</p>
2. Be able to identify and remove stains or contaminants from items.	<p>2.1 Identify three different types of stains or contaminants that can be removed from items without laundry/dry cleaning.</p> <p>2.2 Remove stains from items using the appropriate method.</p>
3. Inspect items for faults.	<p>3.1 Inspect items for faults in line with the company standard.</p> <p>3.2 Record identified faults in line with company procedures.</p> <p>3.3 Move the faulty items to the appropriate location for ongoing processing.</p>

## Introduction to Leather

<b>Unit Reference</b>	<b>T/651/1273</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning</b>	<b>10 hours</b>
<b>Unit Summary</b>	In this unit the Learners will demonstrate an understanding of leather as a material: how it is produced and used, and the sustainability and ethics around production and use. They will gain knowledge of the range of careers available within leather manufacturing and craft sectors.
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
1. Understand the variety of uses of leather and the different types of the material	<p>1.1 Outline differences between vegetable and chrome tanned leather.</p> <p>1.2 Demonstrate knowledge of the types of animal skins that are commonly tanned and used as leather.</p> <p>1.3 Give examples of how different types of leather may be used.</p>
2. Understand the sustainability and ethics of making and using leather	<p>2.1 Give examples of why leather can be considered a sustainable material.</p> <p>2.2 Outline key ethical issues and arguments around leather.</p>
3. Understand the tanning and currying processes	3.1 Describe the difference between the tanning and currying processes.
4. Understand leather storage and selection	<p>4.1 State how leather should be:</p> <p>a. Inspected (e.g., for blemishes and flaws)</p> <p>b. Stored</p> <p>c. Treated before use.</p> <p>d. Treated and stored once in use.</p>
5. Understand career and education opportunities	5.1 Give examples of career and/or educational pathways in one or more sectors of interest.

in the leather sectors	
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## Leather Preparation Skills

<b>Unit Reference</b>	<b>Y/651/1274</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>5</b>
<b>Guided Learning</b>	<b>50 hours</b>
<b>Unit Summary</b>	In this unit Learners will be introduced to the foundation skills needed to prepare leather. They will be able to work in a safe manner to select and use tools, prepare a strip of leather, and seam leather.
<b>Learning Outcomes (1 to 4)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.2)</b> <b><i>The learner can</i></b>
1. Understand the safe working procedures within a workroom	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Be able to select, use, and maintain tools safely	2.1 List tools which may be found in a basic leatherworking tool kit. 2.2 Describe a safe working environment. 2.3 Select and demonstrate the safe use of tools suitable for key skills. 2.4 Give reasons why tools must be properly used and maintained. 2.5 Describe how to maintain, tune/sharpen a given tool.
3. Understand how to safely skive and edge leather	3.1 Show how to safely skive a strip of leather. 3.2 Finish the edges of the leather strip.
4. Understand how to seam leather	4.1 Identify and describe these methods of seaming. a. Straight stitch b. Top stitch c. Double stitch

	<p>d. Cross stitch</p>
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4.2 Explain when each method may be used.

## Bond and Stitch Leather

<b>Unit Reference</b>	<b>A/651/1275</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>6</b>
<b>Guided Learning</b>	<b>60 hours</b>
<b>Unit Summary</b>	This unit will introduce the Learner to techniques and components of bonding and stitching so that they can make a simple and useable leather item.
<b>Learning Outcomes (1 to 6) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 6.2) <i>The learner can</i></b>
1. Understand the safe working procedures within a workroom	1.1 Follow safe working practices in a workroom. 1.2 Use workroom equipment safely.
2. Know how to mark a pattern and cut leather for the intended use	2.1 Understand a straightforward product specification. 2.2 Mark a pattern using an existing template and understand how and why to reduce waste. 2.3 Show how to safely cut: <ol style="list-style-type: none"> <li>A strip of leather</li> <li>A component part with one curved edge</li> <li>Soft leather to a pattern.</li> </ol>
3. Demonstrate essential skills in hand-stitching leather	3.1 Prepare the leather for stitching. <ol style="list-style-type: none"> <li>Show safe use of the pricking iron, mallet, and stitching awl.</li> <li>Explain choice of needle and thread for materials.</li> </ol> 3.2 Demonstrate safe hand stitching using a clam or stitching pony, including how to: <ol style="list-style-type: none"> <li>Fold, glue, and bond</li> <li>Secure stitching</li> <li>Carry out a quality assessment of work.</li> </ol> 3.3 Explain consequences of faulty stitching.



<p>4. Demonstrate how to combine leather and other materials</p>	<p>4.1 Identify different types of leather and material in a given leather item and explain the properties of each material and how it functions as part of the whole.</p> <p>4.2 Understand key methods of combining leathers.</p> <p>4.3 Produce 1 sample piece each from 2 of the listed processes below to demonstrate combination of materials to a specified quality standard:</p> <ul style="list-style-type: none"> <li>a. Lining</li> <li>b. Piping</li> <li>c. Reinforcing</li> <li>d. Padding</li> </ul>
<p>5. Understand the inspection process and recognise faults</p>	<p>5.1 Demonstrate a quality inspection.</p> <ul style="list-style-type: none"> <li>a. Identify faults and describe methods to put right</li> <li>b. State the consequences of failing to do so.</li> </ul>
<p>6. Have knowledge of fixtures, fittings, and glues used to produce useable leather items</p>	<p>6.1 Describe suitable methods of bonding or fastening leather for a given leather item.</p> <p>6.2 Describe suitable fixtures and fittings for a given leather item.</p>

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

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Skills and Education Group 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 Skills and Education Group Awards 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 Skills and Education Group Awards 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 Skills and Education Group Awards.

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 – Skills and Education Group Awards 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.

Skills and Education Group Awards 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 Qualifications' which can be downloaded from the website.

## **Certification**

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

Skills and Education Group Awards' policies and procedures are available on the website.

## **Exemptions**

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This qualification contains barred units, equivalencies or exemptions. These are identified in the 'Qualification Structure and Rules of Combination' section.

## Glossary of Terms

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### **GL (Guided Learning)**

GL 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?’

GL 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 formative assessment
- The learner is being observed as part of a formative assessment.

### **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 (GL) 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.