

ABC Awards

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

Qualification Guidance

England
[50059622]

Wales
[C0001233]

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

Qualifications and Pathways	
Level 2 Certificate in Manufacturing Sewn Products (NVQ)	
Regulated	The qualification, identified above, is regulated by Ofqual and Qualifications Wales
Assessment	Internal assessment, internal and external moderation
Grading	Pass
Progression	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	01/04/2008
Review Date	31/07/2023
ABC Sector	Fashion and Textiles
Ofqual SSA Sector	4.2 Manufacturing Technologies
Stakeholder support	UKFT
Contact	See ABC website for the Centre Support Officer responsible for this qualification

Level 2 Certificate in Manufacturing Sewn Products

Rules of Combination: Learners must achieve a minimum of 18 credits.
This must include 8 credits from the 2 Mandatory units.

Unit	Unit Number	Level	Credit Value	GLH
Mandatory Units				
Health, safety and security at work	[K/502/1072]	2	3	20
Maintaining the work area for manufacturing sewn products	[M/502/1073]	2	5	30
Optional Units				
Maintain the quality of production working with textiles, leather and materials	[T/502/1074]	2	5	30
Cutting materials for manufacturing sewn products	[R/502/1079]	2	5	30
Carry out the sewing process	[J/502/1080]	2	5	30
Carry out the tape sealing process in the production of clothing and related items	[R/502/1082]	2	5	30
Carry out hand pressing in the sewing process	[Y/502/1083]	2	5	30
Dyeing fabric	[J/502/4030]	2	5	30
Dyeing sewn garments	[J/502/4027]	2	5	30
Rotary fabric printing	[L/502/4028]	2	5	30
Screen printing individual items/garments	[R/502/4029]	2	5	30
Carry out textile manufacturing operations	[L/502/4031]	2	5	30

Qualification Purpose	D. Confirm occupational competence and/or 'licence to practice' D1. Confirm competence in an occupational role to the standards required					
Entry Requirements	No formal requirements other than the learner will need to be in employment as this qualification needs to be delivered and assessed in the work place.					
Age Range	Pre 16		16 – 18	✓	19 +	✓
LARS Reference	50059622					

Recommended GLH²	110
Recommended TQT³	180
Credit Value	18
Type of Funding Available	See LARS (Learning Aim Rates Service)
Qualification Fee / Unit Fee	See ABC web site for current fees and charges
Additional Information	This qualification replaces the Level 2 NVQ in Manufacturing Sewn Products. See ABC website for resources available for this qualification

² See Glossary of Terms

³ See Glossary of Terms

Introduction

This Level 2 Certificate has been developed in association with UKFT, the Sector Skills Council (SSC) for apparel, footwear, textiles and related businesses.

It replaces and updates the Level 2 NVQ in Manufacturing Sewn Products on the NQF. It is a work-based qualification that assesses the skills and knowledge people need to perform their job role effectively. The qualification is based on current national occupational standards, which define what employees, or potential employees, must be able to do and know, how well they must do these things, and the circumstances in which they have to use the skills or carry out the activities.

This qualification will be put forward for inclusion as part of the Fashion and Textiles Apprenticeship Framework. For the status of this qualification within Apprenticeship Framework check the relevant SSC web site.

Aims

The main aim of the Level 2 Certificate in Manufacturing Sewn Products is to enhance the skills and knowledge of those who work in the sub-sectors of apparel and textiles. A need for rigorous, employer-led qualifications to support workforce development activity has been identified and this qualification addresses skills gaps identified by the Sector Skills Council. It also satisfies a demand among employers for a general upskilling of the workforce.

Learners must show their competence by applying their knowledge and skills while carrying out a range of work activities that are less routine and predictable than would be expected at Level 1.

Target Group

This qualification is designed for those who work in the sub-sectors of apparel and textiles. It is anticipated that at Level 2 a learner's job role will involve some autonomy and responsibility and the ability to work as part of a team.

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 ABC Level 2 Certificate in Manufacturing Sewn Products (NVQ) have the opportunity to progress to the ABC Level 3 Certificate in Apparel Manufacturing Technology (NVQ) or onto an alternative, related qualification.

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 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 and 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</p>	<p>3.1 Outline and comply with the organisation's</p>

contribute to
workplace security

rules, codes, guidelines and standards relating to
security

3.2 Explain how to deal with loss of property

Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009

Key Skills Mapping

Level 2 Communication C2.1a, C2.1b, C2.2, C2.3

Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3

Level 2 Information Technology IT2.1, IT2.2, IT2.3

Supporting Unit Information

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

Indicative Content

Key Areas of Knowledge and Understanding

- Location of alarms, emergency exits, escape routes, emergency equipment and assembly points are located
- Hazardous substances used in the workplace and methods of handling, storing and making safe or reducing their danger in the event of an accident
- Likely accidents and emergencies in the workplace are and how to deal with them, including knowing who the nominated first aiders are
- Deal with loss of property

Regulations, Rules and Guidelines

- An organisation's rules, codes, guidelines and standards relating to health, safety and security
- Equipment operating procedures to include manufacturers' instructions
- 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

Skills and Techniques

- Identifying the location and type of incident, raising alarms, following emergency procedures and 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

Workplace Skills

- Communicating effectively with colleagues and customers
- Complying with written instructions
- Completing forms, reports and other documentation

- Keeping accurate records

Teaching Strategies And Learning Activities

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

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

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

Centres 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.

Methods Of Assessment

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

Minimum requirements when assessing this unit

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

Evidence Of Achievement

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and assessment criteria. Evidence is

not prescribed but may include any or all of the following*

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

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

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

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

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

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

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

Additional Information

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

Maintaining the Work Area for Manufacturing Sewn Products

Unit Reference	M/502/1073
Level	2
Credit Value	5
Guided Learning Hours	30
Unit Summary	This unit is for those who carry out ongoing routine maintenance of tools and equipment, recognising potential problems and dealing with them within the limit of their personal responsibility. The job role involves looking after tools and equipment and keeping the work area clean and tidy
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 maintain tools and equipment	<p>1.1 Handle tools and equipment safely and correctly</p> <p>1.2 Use equipment in accordance with operating procedures and manufacturers' instructions</p> <p>1.3 Locate sources of information regarding maintenance procedures</p> <p>1.4 Explain why it is important to conduct running maintenance</p> <p>1.5 Identify common faults with equipment and how they can be rectified</p>

	<p>1.6 Carry out running maintenance within agreed schedules</p> <p>1.7 Identify hazards likely to be encountered when conducting running maintenance</p> <p>1.8 Identify parameters of own responsibility, colleagues responsibility and those of line manager</p> <p>1.9 Report unsafe equipment and other dangerous occurrences</p> <p>1.10 Refer and report the need for maintenance outside your responsibility</p> <p>1.11 Make appropriate referral and take appropriate action when problems are identified</p>
<p>2. Be able to maintain cleanliness of own work area</p>	<p>2.1 Maintain a clean and hazard free working area</p> <p>2.2 Keep the work area free from waste, lubricants and obstructions</p> <p>2.3 Identify and employ different ways of minimising waste</p> <p>2.4 Dispose of waste safely in a designated location</p> <p>2.5 Carry out cleaning safely according to schedules and limits of responsibility</p> <p>2.6 Use cleaning equipment and methods appropriate for the work to be carried out in a safe manner</p> <p>2.7 Identify different types of cleaning equipment and their use</p> <p>2.8 Store cleaning equipment safely after use</p>

3. Be able to maintain own wellbeing

3.1 Work in a comfortable position with good posture

3.2 Use and maintain personal protective clothing and/or equipment

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

3.4 Use correct lifting and handling procedures

Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009 (MSP1)

Mapping (Key Skills, Functional Skills, PLTS)

Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3

Level 2 Problem Solving PS2.1, PS2.2, PS2.3

Level 2 Working with Others WO2.1, WO2.2, WO2.3

Supporting Unit Information

M/502/1073 Maintaining the work area for manufacturing sewn products
– Level 2

Indicative Content

Key Areas of Knowledge and Understanding

- Ways of minimising waste
- Importance of conducting running maintenance including regular cleaning
- Common faults with equipment and how they can be rectified
- Sources of information regarding maintenance procedures
- Hazards likely to be encountered when conducting routine maintenance
- Different types of cleaning equipment and their use
- Safe working practices for cleaning and how they are carried out
- Dealing with problems within the work area, and within limits of personal responsibility
- Reporting problems outside area of responsibility to the appropriate person
- Lines of communication in the team
- Roles and responsibilities of self, colleagues, and line manager
- How an individual's work role fits in with the overall manufacturing process

Regulations, Rules and Guidelines

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

Skills and Techniques

- Maintaining a clean and hazard free working area
- Using correct machine guards
- Handling tools, machinery and work aids in a safe manner
- Reporting unsafe equipment and other dangerous occurrences
- Handling materials safely and correctly
- Disposing of waste safely
- Working in a comfortable position with good posture

- Moving about the workplace with care
- Using correct lifting and handling procedures

Workplace Skills

- Time keeping
- Building good working relationships with colleagues
- Communicate effectively with colleagues and customers
- Dealing diplomatically with disagreements in the workplace
- Presenting any ideas for improvement to line manager
- Taking part in team meetings
- Complying with written instructions
- Completing forms, reports and other documentation and keeping accurate records

Teaching Strategies And Learning Activities

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

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

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

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

Methods Of Assessment

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

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

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

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Additional Information

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

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

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

	<p>1.4 Carry out quality checks at specified intervals according to instructions</p> <p>1.5 Record information accurately and completely</p> <p>1.6 Identify faults in materials and products and take appropriate action</p> <p>1.7 Identify and report potential solutions to rectify faults</p> <p>1.8 Follow reporting procedures where the cause of faults cannot be identified</p> <p>1.9 Report faults outside personal responsibility to the appropriate person</p>
<p>2. Be able to rectify faults</p>	<p>2.1 Identify different types of faults likely to be encountered and the ways of rectifying them</p> <p>2.2 Differentiate between correctable and non-correctable faults</p> <p>2.3 Explain how to compare types of faults with possible causes and solutions (equipment, materials, process)</p> <p>2.4 Describe acceptable solutions for particular faults</p> <p>2.5 Explain the types of adjustments that are suitable for specific types of faults</p> <p>2.6 Make adjustments promptly to return product to specification</p> <p>2.7 Monitor rectified faults to ensure the problems have been solved</p>

<p>3. Understand the impact of faults on the production process</p>	<p>3.1 Explain why product checks are important</p> <p>3.2 Identify potential consequences of not rectifying problems</p> <p>3.3 Explain the importance of recording details of non-established adjustments</p> <p>3.4 Explain the consequences of not monitoring adjustments made</p>
<p>4. Recognise own place within the production process</p>	<p>4.1 Describe own responsibilities at work during production</p> <p>4.2 Prioritise the fault rectification process to maintain production requirements</p> <p>4.3 Identify quality and production targets and the effect of not meeting these on self and/or your team</p>
<p>Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 (MSP2)</p> <p>Key Skills Mapping Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3 Level 2 Problem Solving PS2.1, PS2.2, PS2.3 Level 2 Working with Others WO2.1, WO2.2, WO2.3</p>	

Supporting Unit Information

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

Indicative Content

Key Areas of Knowledge and Understanding

- Different types of faults likely to be encountered, different techniques and methods used to detect faults and the ways of rectifying them
- Consequences of not rectifying problems
- Comparing types of faults with possible causes and solutions (equipment, materials, process)
- Inspection methods which can be used
- Types of adjustments are suitable for specific types of faults
- Importance of recording details of non-established adjustments
- Importance of product checks
- Consequences of not monitoring adjustments made

Regulations, Rules and Guidelines

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

Skills and Techniques

- Using inspection methods appropriate to the work
- Identifying faults, the causes and rectification
- Differentiating between correctable and non-correctable faults
- Reporting production problem

Workplace Skills

- Dealing with problems within the work area, and within limits of personal responsibility
- Reporting problems outside area of responsibility to the appropriate person
- Communicating effectively with colleagues and customers

- Complying with written instructions
- Completing forms, reports and other documentation and keeping 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.

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

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

Methods Of Assessment

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

Minimum requirements when assessing this unit

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Evidence Of Achievement

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not prescribed but may include any or all of the following*

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- 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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Cutting Materials for Manufacturing Sewn Products

Unit Reference	R/502/1079
Level	2
Credit Value	5
Guided Learning Hours	30
Unit Summary	<p>This unit is for those involved in cutting materials to form components for the manufacture of sewn products, addressing manual, machine and computer aided operations. This includes preparing the work area and equipment for use, obtaining and preparing materials for marking out. Recognising and correcting faults that may occur in planning and marking out materials for cutting. Laying up and cutting materials to form components and contributing to meeting production targets</p>
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.8) <i>The learner can</i>
1. Be able to prepare for cutting	<p>1.1 Make sure that own work area, equipment and tools are free from lubricants and debris</p> <p>1.2 Check and confirm materials, components and lay plans meet the specification / order</p> <p>1.3 Identify materials, components and lay plans that do not meet specification and record and refer in accordance with organisation's rules, codes, guidelines and standards</p>

	<p>1.4 Organise work to be carried out according to instructions</p> <p>1.5 Identify the characteristics of different types of materials and the implications of this for cutting</p> <p>1.6 'Mark in' ensuring the correct positioning and placing of patterns for economic use of material</p> <p>1.7 'Lay up' material length required, ensuring material is positioned true and flat on the cutting table within acceptable tolerances and to the quantity of specification using the correct marker</p> <p>1.8 Identify problems that can affect the lay plan or the 'marking in' of material, reposition and remark the patterns if required, to achieve economic use of material</p> <p>1.9 Identify acceptable material faults and mark for future identification</p> <p>1.10 Identify parts rolls that colour match and integrate into the complete job if appropriate</p> <p>1.11 Store unused part rolls in the designated location</p> <p>1.12 Check and confirm that marked components are free from major flaws</p>
<p>2. Be able to cut components</p>	<p>2.1 Perform machine checks, Identifying faulty equipment and take action within limits of own responsibility</p> <p>2.2 Perform emergency stop test procedures on machinery</p> <p>2.3 Prepare to cut components in accordance with</p>

	<p>health and safety regulations. i.e. mesh gloves</p> <p>2.4 Use cutting equipment safely deploying safety guards</p> <p>2.5 Accurately cut components to marked size and shape within given tolerances</p> <p>2.6 Identify problems in cutting components and take action in accordance with organisation's rules, codes, guidelines and standards</p> <p>2.7 Inspect cut components against specifications / tolerances</p> <p>2.8 Accurately mark components and pass to the next process according to instructions</p> <p>2.9 Identify materials remaining from the cutting process which can be re-used are placed in the designated location</p> <p>2.10 Dispose of waste safely in the designated location in accordance with organisation's rules, codes, guidelines and standards</p>
<p>3. Know how to perform quality checks within the production process</p>	<p>3.1 Explain why performing quality checks in the cutting room can contribute to production targets</p> <p>3.2 Describe the effect of components not cut to specification</p> <p>3.3 Identify types of faults which may occur, how they are identified and how they should be dealt with</p> <p>3.4 Explain why cut items should be kept free of contamination</p> <p>3.5 Explain why it is important to segregate and</p>

	<p>mark rejects</p> <p>3.6 Explain the consequences of cutting components out of sequence and how to prevent it occurring</p> <p>3.7 Identify two potential consequences of not rectifying problems</p> <p>3.8 Explain why it is important to record details of adjustments and the potential consequences of not recording them.</p>
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Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009 (MSP3)

Key Skills Mapping

Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3

Level 2 Problem Solving PS2.1, PS2.2, PS2.3

Level 2 Working with Others WO2.1, WO2.2, WO2.3

Supporting Unit Information

R/502/1079 Cutting materials for manufacturing sewn products – Level 2

Indicative Content

Key Areas of Knowledge and Understanding

- Hazards likely to be encountered and how they can be avoided
- Read and interpret work instructions
- Basic operating principles of tools and equipment used and the importance of using protective equipment
- Types of equipment and tool faults, how they are identified and how they should be dealt with
- Consequences of lubricants and debris being left on equipment, tools and work surfaces
- Types of material faults which occur, how they are identified and how they should be dealt with
- Ways in which damaged templates and lays can be rectified
- Storage requirements for different types of materials
- The reasons why waste should be kept to a minimum
- The characteristics of different types of materials and how they are affected by cutting
- Effects of using different types of materials
- Type of markers used and consequences of not selecting the correct marker
- The need to maintain cut components within the given tolerances
- Why it is important to mark components correctly
- Problems which may occur in cutting materials and how to rectify them

Regulations, Rules and Guidelines

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

Skills and Techniques

- Recognising material faults and judging their severity and dealing with material faults
- Material handling when preparing for marking and cutting
- Using and maintaining tools and equipment
- Interpretation of instructions
- Recognising which materials are to be cut one way
- Correct positioning and placing of patterns
- Economical use of material

Workplace Skills

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

Teaching Strategies And Learning Activities

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

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

It is hoped that opportunities provided by the specification will be fully used to introduce related and general / key skills studies. Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of manufacturing sewn products.

Methods Of Assessment

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

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

met.

All 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 is listed in Appendix 1 and can be found on the ABC Awards web site.

Carry Out the Sewing Process

Unit Reference	J/502/1080
Level	2
Credit Value	5
Guided Learning Hours	30
Unit Summary	This unit is for those who prepare to sew materials for clothing or related products. In this unit the individual identifies and sorts the components for the correct sewing sequence. Sewing material to specification within tolerance and forwarding sewn components to the next process recording details
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.10) <i>The learner can</i>
1. Be able to prepare for sewing components	<p>1.1 Ensure the work area is clean, clear and tidy from lubricants and debris</p> <p>1.2 Perform machine, needle, foot and spool checks</p> <p>1.3 Perform emergency stop test procedures on machinery</p> <p>1.4 Identify the characteristics of different types of materials and the implications of this for sewing</p> <p>1.5 Explain when to carry out test sews and the reasons for them</p> <p>1.6 Prepare equipment for use according to</p>

	<p>instructions, characteristics of material and in accordance with organisation's rules, codes, guidelines and standards</p> <p>1.7 Organise work in accordance with order of assembly requirements</p> <p>1.8 Confirm components are to specification and are free from defects and faults</p> <p>1.9 Identify and report difficulties in meeting the specification</p> <p>1.10 Identify, report and refer deviations from specification in accordance with organisation's rules, codes, guidelines and standards</p>
<p>2. Be able to sew components</p>	<p>2.1 Identify types of seams to be used and the purposes they serve</p> <p>2.2 Accurately sew components in sequence to marked size and shape within given tolerances outlined in the order of assembly</p> <p>2.3 Monitor sewn products against shape and size requirements and report deviations in accordance with organisation's rules, codes, guidelines and standards</p> <p>2.4 Inspect sewn components against specifications/tolerances</p> <p>2.5 Register, bundle and arrange sewn work for passing on to the next stage of the production process</p> <p>2.6 Identify, mark and place rejects in the designated location</p> <p>2.7 What are the storage requirements of different</p>

	types of sewn items
3. Know how to perform quality checks within the production process	<p>3.1 Explain why performing quality checks in the sewing room can contribute to production targets</p> <p>3.2 Inspect products against specifications</p> <p>3.3 Describe the effect of seams not sewn to specification</p> <p>3.4 Identify types of stitch faults which may occur and how they should be dealt with</p> <p>3.5 Explain why sewn items should be kept free of contamination</p> <p>3.6 Explain why it is important to segregate and mark rejects</p> <p>3.7 Explain the consequences of sewing components out of sequence and how to prevent it occurring</p> <p>3.8 Identify two potential consequences of not rectifying problems</p> <p>3.9 Explain why it is important to record details of adjustments and the potential consequences of not recording them.</p> <p>3.10 Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with</p>

Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009 (MSP4)

Key Skills Mapping

Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3

Level 2 Problem Solving PS2.1, PS2.2, PS2.3

Level 2 Working with Others WO2.1, WO2.2, WO2.3

Supporting Unit Information

J/502/1080 Carry out the sewing process – Level 2

Indicative Content

Key Areas of Knowledge and Understanding

- Importance of reading instructions and resolving any problems
- Equipment faults which may occur, how they are identified and how they should be dealt with
- When to carry out test sews and the reasons for them
- Characteristics of different materials
- The importance of having a clean, clear work area
- Importance of machine, needle, foot and spool checks
- Consequences of lubricants or debris being left on or around the machine and work surface
- Hazards likely to be encountered in the workplace and how they can be avoided
- Consequences of sewing components out of sequence and how to prevent it occurring
- Types of seams used and purposes they serve
- Effect of seams not sewn to specification
- Types of faults which may occur, how they are identified and how they should be dealt with
- Why sewn items should be kept free of contamination
- What are the storage requirements of different types of sewn items
- Why it is important to segregate and mark rejects

Regulations, Rules and Guidelines

- An organisation's rules, codes, guidelines and standards
- Quality and quantity of manufactured output complies with specifications and production targets
- Quality systems and procedures
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures including Manufacturers' instructions
- Responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)

Skills and Techniques

- Faults with machine are identified and the relevant action taken within

- personal responsibility
- Carry out test sews at required times
- Machine is operated safely and correctly according to instructions
- Seams accurately sewn to specification
- Use scissors correctly, efficiently and safely
- Ensure sufficient quantity of cut items are available
- Meet specification in terms of size, shape, labels and decoration
- Identify faults and take appropriate action
- Recognise bad stitching and the causes

Workplace Skills

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

Teaching Strategies And Learning Activities

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

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

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

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

Methods Of Assessment

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

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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).

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.

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 are listed in Appendix 1 and can be found on the ABC Awards web site.

Carry Out the Tape Sealing Process in the Production of Clothing and Related Items

Unit Reference	R/502/1082
Level	2
Credit Value	5
Guided Learning Hours	30
Unit Summary	This unit is for those who prepare machinery and equipment to seal products using a manually controlled tape sealing machine to produce either clothing or related items, prepare their own work area and machine, obtain and prepare items for sealing, use a manually controlled tape sealing machine, seal materials to specification, forward the items to the next process and record details
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.10) <i>The learner can</i>
1. Be able to prepare for sealing components	<p>1.1 Ensure the work area is clean, clear and tidy from lubricants and debris</p> <p>1.2 Identify specific hazards likely to be encountered in the workplace when sealing is being undertaken and how they can be avoided</p> <p>1.3 Identify the characteristics of different materials and types of seals used and the implications of this on the sealing process</p> <p>1.4 Describe the adhering properties of two layer</p>

	<p>membrane / adhesive and three layer knit / membrane / adhesive tapes and their effect on temperature control</p> <p>1.5 Explain why it is important to ensure sufficient quantity of material and tape is available</p> <p>1.6 Explain when to carry out test seals and the reasons for them</p> <p>1.7 Describe the operating principles of sealing machines</p> <p>1.8 Prepare sealing equipment for use according to instructions, characteristics of material and in accordance with organisation's rules, codes, guidelines and standards.</p> <p>1.9 Identify faults which may occur with sealing equipment and how they are rectified</p> <p>1.10 Organise work in accordance with order of assembly requirements</p> <p>1.11 Confirm components are to specification and are free from defects and faults</p> <p>1.12 Identify and report difficulties in meeting the specification</p> <p>1.13 Identify report and refer deviations from specification in accordance with organisation's rules, codes, guidelines and standards</p>
<p>2. Be able to seal components</p>	<p>2.1 Check that roller pressure, temperature, speed and air flow are satisfactory</p> <p>2.2 Perform emergency stop test procedures on machinery</p>

	<p>2.3 Prepare to seal components in accordance with health and safety regulations</p> <p>2.4 Operate tape sealing machinery safely and in accordance with organisation’s rules, codes, guidelines and standards</p> <p>2.5 Monitor sealed products against shape and size requirements and report deviations in accordance with organisation’s rules, codes, guidelines and standards</p> <p>2.6 Monitor and adjust machine performance during sealing process to maintain quality standards and production targets</p> <p>2.7 Register, bundle and arrange sealed work for passing on to the next stage of the production process</p> <p>2.8 Identify, mark and place rejects in the designated location</p> <p>2.9 Describe the pre/storage requirements of different types of sealed items</p>
<p>3. Know how to perform quality checks within the production process</p>	<p>3.1 Explain why performing quality checks in the taping area can contribute to production targets</p> <p>3.2 Inspect products against specifications</p> <p>3.3 Identify types of stitch faults and the potential effects on sealing components</p> <p>3.4 Explain why sealed items should be kept free of contamination</p> <p>3.5 Explain why it is important to segregate and mark rejects</p>

	<p>3.6 Explain the importance of tape and fabric compatibility when sealing</p> <p>3.7 Explain the consequences of sealing components out of sequence and how to prevent it occurring</p> <p>3.8 Identify two potential consequences of not rectifying problems</p> <p>3.9 Explain why it is important to record details of adjustments and the potential consequences of not recording them.</p> <p>3.10 Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with</p>
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Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009 (MSP5)

Key Skills Mapping

Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3

Level 2 Problem Solving PS2.1, PS2.2, PS2.3

Level 2 Working with Others WO2.1, WO2.2, WO2.3

Supporting Unit Information

R/502/1082 Carry out the tape sealing process in the production of clothing and related items – Level 2

Indicative Content

Key Areas of Knowledge and Understanding

- Faults which may occur with sealing equipment and how they are rectified
- Hazards likely to be encountered in the workplace and how they can be avoided
- The importance of keeping the work area clean
- The importance of tape and fabric compatibility
- Types of faults that are likely to occur and how they can be rectified
- Important of ensuring sufficient quantity of material and tape is available
- The importance of accurate fabric identification
- The importance of understanding the production specification
- Types and characteristics of sealants and materials used
- Stitch faults and the effect on sealing
- What are the adhering properties of two layer membrane / adhesive and three layer knit / membrane / adhesive tapes and their effect on temperature control
- Why sealed items should be kept free of contamination
- What are the storage requirements of different types of sealed products
- Why it is important to segregate and mark rejects

Regulations, Rules and Guidelines

- An organisation's rules, codes, guidelines and standards
- Quality and quantity of manufactured output complies with specifications and production targets
- Quality systems and procedures
- Limits of personal responsibility
- Reporting procedures
- Equipment operating procedures including Manufacturers' instructions
- Responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)

Skills and Techniques

- Operating the machine safely and correctly according to instructions
- Following seams and sealing to specification
- Monitoring and adjusting machine performance during sealing process to maintain production
- Checking that roller pressure, temperature, speed and air flow are satisfactory
- Operating principles of sealing machines

Workplace Skills

- Follow and complete production reporting systems and documentation
- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete forms, reports and other documentation
- Ensure information recorded is accurate, complete and legible

Teaching Strategies And Learning Activities

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

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

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

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

Methods Of Assessment

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

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

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

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

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

All 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).

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Additional Information

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

Carry Out Hand Pressing In the Sewing Process

Unit Reference	Y/502/1083
Level	2
Credit Value	5
Guided Learning Hours	30
Unit Summary	This unit is for those who prepare their own work area, select and prepare the appropriate equipment, prepare the material for pressing, hand press garments using dry iron, steam iron and vacuum buck pressing methods, ensure product quality by remedial work and adjustments
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.9) <i>The learner can</i>
1. Be able to prepare for pressing	<p>1.1 Ensure that equipment and operating surfaces are clean and free of contamination</p> <p>1.2 Interpret instructions in order to inform, organise and prioritise work to be carried out and in order to meet production schedule</p> <p>1.3 Explain the importance of checking products against specification</p> <p>1.4 Identify difficulties in carrying out instructions and report them promptly</p> <p>1.5 Select appropriate pressing equipment for the garment to be pressed</p>

	<p>1.6 Identify the characteristics of differing materials and when to carry out temperature, pressure and steam test</p> <p>1.7 Select and use the appropriate type of equipment for the pressing process</p> <ul style="list-style-type: none"> • Dry iron • Steam iron • Vacuum buck <p>to achieve specified results</p> <p>1.8 Undertake equipment adjustment and maintenance to achieve required results</p> <p>1.9 Carry out test pressing to confirm that shine, stretch, shrinkage and fabric reaction is within agreed tolerances</p>
<p>2. Be able to press garments</p>	<p>2.1 Press material using method, sequence and time to achieve product specification</p> <p>2.2 Achieve product specification by adjustment of equipment and manipulation of material</p> <p>2.3 Set equipment to appropriate operating temperatures, time and pressures to achieve requirements</p> <p>2.4 Operate pressing equipment safely and correctly according to material type</p> <p>2.5 Ensure that the quality and quantity of pressed items complies with specifications and production targets</p> <p>2.6 Register pressed items to aid future identification</p> <p>2.7 Explain and demonstrate how to protect pressed items and promptly forward to the next stage of the production process</p>

	2.8 Ensure that the completed product conforms to size and visual requirements
<p>3. Know how to perform quality checks within the production process</p>	<p>3.1 Explain why performing quality checks in the pressing area can contribute to production targets</p> <p>3.2 Inspect products against specifications</p> <p>3.3 Identify types of stitch faults and the potential effects on the pressing process</p> <p>3.4 Explain why pressed items should be kept free of contamination</p> <p>3.5 Explain why it is important to segregate and mark rejects</p> <p>3.6 Explain the consequences of pressing components out of sequence and how to prevent it occurring</p> <p>3.7 Identify two potential consequences of not rectifying problems</p> <p>3.8 Explain why it is important to record details of adjustments and the potential consequences of not recording them.</p> <p>3.9 Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with</p>

Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009 (MSP6)

Key Skills Mapping

Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3

Level 2 Problem Solving PS2.1, PS2.2, PS2.3

Level 2 Working with Others WO2.1, WO2.2, WO2.3

Supporting Unit Information

Y/502/1083 Carry out hand pressing in the sewing process – Level 2

Indicative Content

Key Areas of Knowledge and Understanding

- How to read and interpret instructions, specifications and size charts
- Different types of equipment to achieve specified results and how they are used
- Equipment faults which may occur, how they are identified and dealt with
- Product faults which may occur, how they are identified and appropriate course of action to be taken
- Characteristics of differing materials and when to carry out temperature, pressure and steam test
- Equipment adjustment and maintenance to achieve required results
- Importance of checking products against specification
- How to rectify minor faults in garments by the application of heat, steam, vacuum and pressure
- How to manually manipulate product materials to achieve specified requirements
- The construction of garments
- Why it is important to operate equipment within health and safety requirements
- How to read and interpret specification and samples
- How to adjust and modify equipment to achieve specification of product
- Why pressed items should be protected
- The ways in which pressed items should be protected
- Importance of forwarding products promptly
- Why it is important to mark and segregate reject items

Regulations, Rules and Guidelines

- An organisation's rules, codes, guidelines and standards
- Quality and quantity of manufactured output complies with specifications and production targets
- Quality systems and procedures
- Limits of personal responsibility
- Reporting procedures

- Equipment operating procedures including manufacturers' instructions
- Responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)

Skills and Techniques

- Set equipment to appropriate operating temperatures, time and pressures to achieve requirements
- Operate pressing equipment safely and correctly according to material type
- Achieve product specification by adjustment of equipment and manipulation of material
- Ensure that the completed product conforms to size and visual requirements

Workplace Skills

- Follow and complete production reporting systems and documentation
- Deal with problems within the work area, and within limits of personal responsibility
- Report problems outside area of responsibility to the appropriate person
- Communicate effectively with colleagues and customers
- Comply with written instructions
- Complete forms, reports and other documentation
- Ensure information recorded is accurate, complete and legible

Teaching Strategies And Learning Activities

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

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

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

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

Methods Of Assessment

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

Minimum requirements when assessing this unit

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

Evidence Of Achievement

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

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

Unit Reference	J/502/4030
Level	2
Credit Value	5
Guided Learning Hours	30
Unit Summary	<p>This unit is for those who dye fabrics using appropriate machinery or equipment. The job role will involve preparing the work area for dyeing, establishing order requirements and specification, setting up the processing operation, starting up the processing operation, monitoring and controlling the quality of the process, completing the processing operation, ensuring the dyed fabrics are to customer specification and protecting the quality of the product during transfer or storage</p>
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 prepare to dye fabric	<p>1.1 Explain the dyeing process</p> <ul style="list-style-type: none"> • fabric preparation • dyeing • finishing <p>1.2 Ensure that the work area is suitable and free from any hazards and obstructions</p> <p>1.3 Describe safe chemical handling procedures</p> <p>1.4 Identify specific hazards likely to be encountered in the dyeing process and how they</p>

	<p>can be avoided</p> <p>1.5 Identify the characteristics of different fabric types and the qualities of pre-dyed (greige) materials</p> <p>1.6 Identify different colours across the full spectrum</p> <p>1.7 Explain the differences between different types of equipment</p> <p>1.8 Identify materials / chemicals used in different processes and explain what happens to them as they are processed</p> <p>1.9 Identify why processed and part-processed materials, excess materials and recoverable by-products should be separated out during production</p> <p>1.10 Prepare equipment for use according to instructions, characteristics of material and in accordance with organisation's rules, codes, guidelines and standards</p> <p>1.11 Organise work in accordance with instructions</p> <p>1.12 Confirm sufficient raw material and support services are available to commence processing</p> <p>1.13 Confirm suitable containment and storage facilities are available for processed, part-processed materials, excess materials and recoverable by-products</p> <p>1.14 Confirm components are in line with the specification and are free from defects and faults</p> <p>1.15 Identify and report difficulties in meeting the specification</p>
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	<p>1.16 Identify, report and refer deviations from specification in accordance with organisation's rules, codes, guidelines and standards</p>
<p>2. Be able to dye fabric</p>	<p>2.1 Confirm machinery / equipment is safe, clean and ready to use</p> <p>2.2 Perform emergency stop test procedures on machinery</p> <p>2.3 Check liquor levels and ratios, temperatures, pressures and timings</p> <p>2.3 Prepare to dye fabrics in accordance with health and safety regulations</p> <p>2.4 Perform the dyeing process operating machinery / equipment safely and in accordance with organisation's rules, codes, guidelines and standards</p> <p>2.5 Monitor and adjust machine performance during the dyeing process to maintain quality standards and production targets</p> <p>2.6 Monitor fabric feel and appearance throughout the dyeing process and report deviations in accordance with organisation's rules, codes, guidelines and standards</p> <p>2.7 Identify, mark and place rejects in the designated location</p> <p>2.8 Awareness of machine loading procedures after wet processing</p> <p>2.9 Carry out cleaning of machinery before dyeing the next batch, to avoid colour contamination</p>
<p>3. Know how to</p>	<p>3.1 Explain why performing quality checks can contribute to production targets</p>

perform quality checks within the fabric dyeing process

3.2 Inspect products against specifications

3.3 Identify types of faults which may occur in the dyeing process and the potential effects on quality

3.4 Explain why it is important to segregate and mark rejects

3.5 Identify two potential consequences of not rectifying problems

3.6 Explain why it is important to record details of adjustments and the potential consequences of not recording them.

3.7 Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with

Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009 (MSP7)

Key Skills Mapping

Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3

Level 2 Problem Solving PS2.1, PS2.2, PS2.3

Level 2 Working with Others WO2.1, WO2.2, WO2.3

Supporting Unit Information

J/502/4030 Dyeing fabric – Level 2

Indicative Content

Key Areas of Knowledge and Understanding

- How to
 - identify correct batches of materials from jobsheets / ID tags
 - use appropriate materials in the correct order
 - request sufficient quantities of dyes and auxiliaries from the colour mixer / weigher at the correct time
 - move materials safely to correct equipment / machinery
 - load fabric correctly dependant on the machine and material type
 - place dyes and auxiliaries in the proper section of the machine in the correct order
 - check liquor levels and ratios, temperatures, pressures and timings
 - work within timescales
 - complete relevant documentation
- Recognition of different colours (i.e. no deficiency in colour vision)
- Awareness of different fabric types and understand the qualities of pre-dyed (greige) materials
- Evaluation techniques of inherent fabric flaws
- Awareness of machine loading procedures after wet processing
- The importance of fabric feel and appearance throughout the dyeing process
- The dyeing process, (fabric preparation, dyeing and finishing)

Regulations, rules and guidelines

- The organisation's rules, guidelines and standards
 - ensure machinery / equipment is safe and ready to use (temperature, pressure, settings etc)
 - understand the difference between different types of equipment (i.e. jig / winch etc)
 - take appropriate corrective action should an alarm sound
 - clean machine using correct procedure
 - work to company quality control techniques and quality assurance processes
- Local standard operating procedures
- Relevant legal, local and organisational regulations affecting security.

- Safety, health and environmental procedures as stated in local standard operating procedures
- Equipment operating procedures
- Relevant responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- Manufacturer's instructions

Skills and Techniques

- Work area considerations
 - ensure that the work area is suitable and free from any hazards and obstructions
 - start-up checks to ensure that the equipment and system is fit for use and has no faults or defects
 - ensure that the work area complies with local procedures and systems of work
 - ensure suitable containment and storage facilities are available for processed, part-processed materials, excess materials and recoverable by-products
 - ensure relevant risk control measures are in place, understand the importance of compliance
 - have a clear understanding of chemical handling procedures
 - ensure machinery is clean before dyeing next batch to avoid colour contamination
- Materials
 - identify materials / chemicals used in different processes and understand what happens to them as they are processed
 - identify faults with raw materials or equipment in order to deal with them appropriately
 - ensure sufficient raw material and support services are available to commence processing
- Aspects of the dyeing process
 - understand the types of information given in a process specification and why it is so important to meet the specification
 - identify why processed and part-processed materials, excess materials and recoverable by-products should be separated out during production
 - start and monitor the processing, ensuring quality requirements are met
 - dispose of waste as required by local procedures and systems of work
- Be aware of what to do in the event of each of the following types of

problem

- work instructions are incorrect
- equipment faults or problems that you can deal with
- equipment faults or problems that you cannot deal with
- waste disposal
- Ensure that the product is to customer specification

Workplace Skills

- Communicate effectively with colleagues and customers
- Keep relevant people informed about the process
- Comply with written instructions
- Complete forms, reports and other documentation – written and electronic
- Deal with problems within working remit
- Follow correct procedures in the event of
 - Problems you can deal with
 - Problems you cannot deal with

Teaching Strategies And Learning Activities

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

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

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

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

Methods Of Assessment

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

outcomes and assessment criteria.

Minimum requirements when assessing this unit

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

Assessment should take place in the workplace.

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 are listed in Appendix 1 and can be found on the ABC Awards web site.

Dyeing Sewn Garments

Unit Reference	J/502/4027
Level	2
Credit Value	5
Guided Learning Hours	30
Unit Summary	<p>This unit is for those who dye sewn garments using appropriate equipment or machinery</p> <p>The job role will involve preparing the work area for dyeing, establishing order requirements and specification, setting up the processing operation, starting up the processing operation, monitoring and controlling the quality of the process, completing the processing operation, ensuring dyed garments are to customer specification and protecting the quality of the product during transfer or storage</p>
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 prepare to dye sewn garments	<p>1.1 Explain the dyeing process</p> <ul style="list-style-type: none"> • fabric preparation • dyeing • finishing <p>1.2 Ensure that the work area is suitable and free from any hazards and obstructions</p> <p>1.3 Describe safe chemical handling procedures</p> <p>1.4 Identify specific hazards likely to be encountered in the dyeing sewn garments processes and how they</p>

	<p>can be avoided</p> <p>1.5 Identify the characteristics of different fabric types and the qualities of pre-dyed (greige) materials</p> <p>1.6 Identify different colours across the full spectrum</p> <p>1.7 Explain the differences between different types of equipment</p> <p>1.8 Identify dyestuff / chemicals used in different processes and explain what happens to them as they are processed</p> <p>1.9 Identify why processed and part-processed materials, excess materials and recoverable by-products should be separated out during production</p> <p>1.10 Prepare equipment for use according to instructions, characteristics of material and in accordance with organisation's rules, codes, guidelines and standards</p> <p>1.11 Organise work in accordance with instructions</p> <p>1.12 Confirm sufficient raw material and support services are available to commence processing</p> <p>1.13 Confirm suitable containment and storage facilities are available for processed, part-processed materials, excess materials and recoverable by-products</p> <p>1.14 Confirm components are in line with the specification and are free from defects and faults</p> <p>1.15 Identify and report difficulties in meeting the specification</p> <p>1.16 Identify, report and refer deviations from specification in accordance with organisation's rules,</p>
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	codes, guidelines and standards
2. Be able to dye sewn garments	<p>2.1 Confirm machinery / equipment is safe, clean and ready to use</p> <p>2.2 Perform emergency stop test procedures on machinery</p> <p>2.3 Check liquor levels and ratios, pH level, temperatures, pressures and timings</p> <p>2.3 Prepare to dye sewn garments in accordance with health and safety regulations</p> <p>2.4 Perform the dyeing sewn garments processes operating machinery/equipment safely and in accordance with organisation's rules, codes, guidelines and standards</p> <p>2.5 Monitor and adjust machine performance during the dyeing sewn garments processes to maintain quality standards and production targets</p> <p>2.6 Monitor fabric feel and appearance throughout the dyeing sewn garments processes and report deviations in accordance with organisation's rules, codes, guidelines and standards</p> <p>2.7 Identify, mark and place rejects in the designated location</p> <p>2.8 Awareness of machine loading procedures after wet processing</p> <p>2.9 Carry out cleaning of machinery before dyeing the next batch, to avoid colour contamination</p>
3. Know how to perform quality checks within the	3.1 Explain why performing quality checks can contribute to production targets

<p>dyeing sewn garment processes</p>	<p>3.2 Inspect products against specifications</p> <p>3.3 Identify types of faults which may occur in the dyeing sewn garments processes and the potential effects on quality</p> <p>3.4 Explain why it is important to segregate and mark rejects</p> <p>3.5 Identify two potential consequences of not rectifying problems</p> <p>3.6 Explain why it is important to record details of adjustments and the potential consequences of not recording them</p> <p>3.7 Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with</p>
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Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009 (MSP8)

Key Skills Mapping

Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3

Level 2 Problem Solving PS2.1, PS2.2, PS2.3

Level 2 Working with Others WO2.1, WO2.2, WO2.3

Supporting Unit Information

J/502/4027 Dyeing sewn garments – Level 2

Indicative Content

Key Areas of Knowledge and Understanding

- How to
 - identify correct batches of garments from job sheets / ID tags
 - ensure use of appropriate materials in correct order
 - request sufficient quantities of dyes and auxiliaries from the colour mixer / weigher at the correct time
 - move materials safely to correct equipment / machinery
 - load garments correctly dependant on the machine and material type, face or inside out dependent on required finish
 - place dyes and auxiliaries in the proper section of the machine in the correct order and selecting the appropriate machine program
 - check liquor levels and ratios, pH level, temperatures, pressures and time
 - work within timescales
 - complete relevant documentation
- Recognition of different colours (i.e. no deficiency in colour vision)
- Awareness of different fabric types and understand the qualities of greige or pre-dyed materials
- Implications of the size of the order
- Evaluation techniques of inherent fabric flaws
- Levels of garment stability throughout the dyeing process
- Awareness of machine loading procedure after wet processing
- Implications of machine set up on garment type (i.e. delicate garments require slow settings)
- The dyeing process (preparation, dyeing and finishing)

Regulations, rules and guidelines

- The organisation's rules, guidelines and standards
 - ensure machinery / equipment is safe and ready to use (temperature, pressure, settings etc.)
 - understand the difference between different types of equipment (i.e. jig / winch etc)
 - take appropriate corrective action should an alarm sound
 - clean machine using correct procedure
 - work to company quality control techniques and quality assurance

processes

- Local standard operating procedures
- Relevant legal, local and organisational regulations affecting security
- Safety, health and environmental procedures as stated in local standard operating procedures
- Equipment operating procedures
- Relevant responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- Manufacturer's instructions

Skills and Techniques

- Work area considerations
 - ensure that the work area is suitable and free from any hazards and obstructions
 - start-up checks to ensure that the equipment and system is fit for use and has no faults or defects
 - general plant awareness, the significance of the boiler for steam, use of the compressor and water softener
 - ensure that the work area complies with local procedures and systems of work
 - ensure suitable containment and storage facilities are available for processed materials, part-processed materials, excess materials and recoverable by-products
 - ensure relevant risk control measures are in place, understand the importance of compliance
 - understand chemical handling procedures
 - ensure machinery is clean before dyeing next batch to avoid colour contamination
- Materials
 - identify dyestuff / chemicals used in different processes and understand what happens to them as they are processed
 - identify any faults with raw materials or equipment in order to deal with them appropriately
 - ensure sufficient specified raw material and support services are available to commence processing
- Aspects of the dyeing process
 - understand the types of information given in a process specification and why it is so important to meet the specification
 - the importance of the development process: assessing customer needs; how to ensure shade / handle / continuity; quality control
 - identify why processed materials, part-processed materials,

- excess materials and recoverable by-products should be separated out as they are produced
 - start and monitor the processing, ensuring quality requirements are met
 - dispose of waste as required by local procedures and systems of work
- Be aware of what to do in the event of each of the following types of problem
 - work instructions are incorrect
 - safe points at which the process can be stopped
 - equipment faults or problems that you can deal with
 - equipment faults or problems that you cannot deal with
 - whether garments with incorrect finish require reworking
 - waste disposal
- Ensure that the finished product is to customer specification

Workplace Skills

- Communicate effectively with colleagues and customers
- Keep relevant people informed about the process
- Comply with written instructions
- Complete forms, reports and other documentation – written and electronic
- Deal with problems within working remit
- Follow correct procedures in the event of
 - Problems you can deal with
 - Problems you cannot deal with

Teaching Strategies And Learning Activities

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

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

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

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

Methods Of Assessment

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

Minimum requirements when assessing this unit

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

Assessment should take place in the workplace.

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 is listed in Appendix 1 and can be found on the ABC Awards web site.

Rotary Fabric Printing

Unit Reference	L/502/4028
Level	2
Credit Value	5
Guided Learning Hours	30
Unit Summary	<p>This unit is for those who use rotary printing techniques to print onto rolls of fabric</p> <p>The job role will involve preparing the work area for printing onto rolls of fabric, setting up the processing operation, starting up the processing operation, monitoring and controlling the quality of the process, completing the rotary printing processing operation, ensuring the printed product is to customer specification, protecting the quality of the product during transfer or storage</p>
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 prepare to carry out rotary fabric printing	<p>1.1 Explain the rotary printing processes, to include</p> <ul style="list-style-type: none"> • screen mesh sizes and the relationship to fabric type and colours used • fixation processes required for different dye classes <p>1.2 Ensure that the work area is suitable and free from any hazards and obstructions</p> <p>1.3 Describe safe chemical handling procedures</p>

	<p>1.4 Identify specific hazards likely to be encountered in the rotary printing processes and how they can be avoided</p> <p>1.5 Identify the characteristics of different fabric types and the qualities of pre-dyed (greige) materials</p> <p>1.6 Identify different colours across the full spectrum</p> <p>1.7 Explain the differences between different types of equipment</p> <p>1.8 Identify materials used in different processes and explain what happens to them as they are processed</p> <p>1.9 Identify why processed and part-processed materials, excess materials and recoverable by-products should be separated out during production</p> <p>1.10 Prepare equipment for use according to instructions, characteristics of material and in accordance with organisation's rules, codes, guidelines and standards</p> <p>1.11 Organise work in accordance with instructions</p> <p>1.12 Confirm sufficient raw material and support services are available to commence processing</p> <p>1.13 Confirm suitable containment and storage facilities are available for processed, part-processed materials, excess materials and recoverable by-products</p> <p>1.14 Confirm components are in line with the specification and are free from defects and faults</p>
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	<p>1.15 Identify and report difficulties in meeting the specification</p> <p>1.16 Identify, report and refer deviations from specification in accordance with organisation's rules, codes, guidelines and standards</p>
<p>2. Be able to carry out rotary fabric printing</p>	<p>2.1 Confirm machinery / equipment is safe, clean and ready to use</p> <p>2.2 Perform emergency stop test procedures on machinery</p> <p>2.3 Check paste consistency / viscosity, roller pressure, bed height and drying temperature</p> <p>2.3 Prepare to carry out rotary fabric printing in accordance with health and safety regulations</p> <p>2.4 Perform the rotary fabric printing process operating machinery / equipment safely and in accordance with organisation's rules, codes, guidelines and standards</p> <p>2.5 Monitor and adjust machine performance during the rotary fabric printing process to maintain quality standards and production targets</p> <p>2.6 Monitor fabric feel and appearance throughout the rotary fabric printing process and report deviations in accordance with organisation's rules, codes, guidelines and standards</p> <p>2.7 Identify, mark and place rejects in the designated location</p> <p>2.8 Carry out cleaning of machinery before printing the next batch, to avoid colour contamination</p>

3. Know how to perform quality checks within the rotary fabric printing process

3.1 Explain why performing quality checks can contribute to production targets

3.2 Inspect products against specifications

3.3 Identify types of faults which may occur in the rotary fabric printing process and the potential effects on quality

3.4 Explain why it is important to segregate and mark rejects

3.5 Identify two potential consequences of not rectifying problems

3.6 Explain why it is important to record details of adjustments and the potential consequences of not recording them

3.7 Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with

Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009 (MSP9)

Key Skills Mapping

Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3

Level 2 Problem Solving PS2.1, PS2.2, PS2.3

Level 2 Working with Others WO2.1, WO2.2, WO2.3

Supporting Unit Information

L/502/4028 Rotary fabric printing – Level 2

Indicative Content

Key Areas of Knowledge and Understanding

- How to
 - identify correct material batches from job sheets / ID tags
 - request sufficient quantities of print pastes and auxiliaries from the colour mixer/weigher at the correct time
 - move materials safely to correct equipment / machinery
 - load fabric correctly dependant on the machine and material type
 - place print pastes and auxiliaries in the proper section of the machine in the correct order
 - check: paste consistency / viscosity, roller pressure, bed height and drying temperature
 - work within timescales
 - complete relevant documentation
- Recognition of different colours (i.e. no deficiency in colour vision)
- Awareness of different fabric types and understand the qualities of pre-dyed (greige) material
- Evaluation techniques of inherent fabric flaws
- Rotary printing processes
- Screen mesh sizes and how this relates to fabric type and colours used
- Fixation processes required for different dye classes
- Correlation between the number of colours and the number of screens used

Regulations, rules and guidelines

- The organisation's rules, guidelines and standards
 - ensure machinery / equipment is safe and ready to use (temperature, pressure, settings etc.)
 - understand the difference between different types of equipment
 - take appropriate corrective action should an alarm sound
 - clean machine using correct procedure
 - work to company quality control techniques and quality assurance processes
- Local standard operating procedures.
- Relevant legal, local and organisational regulations affecting security
- Safety, health and environment procedures as stated in local standard

- operating procedures
- Equipment operating procedures
- Relevant responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- Manufacturer's instructions

Skills and Techniques

- Ensure that the work area is suitable and free from any hazards and obstructions.
- Start-up checks to ensure that the equipment and system is fit for use and has no faults or defects
- Ensure that the work area complies with local procedures and systems of work
- Understand the types of information given in a process specification and why it is so important to meet the specification
- Identify materials used in different processes and understand what happens to them as they are processed
- Identify why processed materials, part-processed materials, excess materials and recoverable by-products should be separated out as they are produced
- Ensure suitable containment and storage facilities are available for processed materials, part-processed materials, excess materials and recoverable by-products
- Identify faults with raw materials or equipment in order to deal with them appropriately
- Ensure sufficient specified raw material and support services are available to commence processing
- Be aware of what to do in the event of each of the following types of problem
 - Work instructions are incorrect
 - Equipment faults or problems that you can deal with
 - Equipment faults or problems that you cannot deal with
 - Waste disposal
- Ensure relevant risk control measures are in place and understand why it is important to comply with them
- Dispose of waste as required by local procedures and systems of work
- Start and monitor the processing, ensuring quality requirements are met
- Ensure that the product is to customer specification

Workplace Skills

- Communicate effectively with colleagues and customers
- Keep relevant people informed about the process
- Comply with written instructions
- Complete forms, reports and other documentation – written and electronic
- Deal with problems within working remit
- Follow correct procedures in the event of
 - Problems you can deal with
 - Problems you cannot deal with
- The organisation’s rules, guidelines and standards

Teaching Strategies And Learning Activities

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

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

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

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

Methods Of Assessment

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

Minimum requirements when assessing this unit

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

Assessment should take place in the workplace.

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.

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Additional Information

Additional Information Relating To Recording Assessment Decisions Is Listed In Appendix 1 And Can Be Found On The ABC Awards Web Site.

Screen Printing Individual Items/Garments

Unit Reference	R/502/4029
Level	2
Credit Value	5
Guided Learning Hours	30
Unit Summary	<p>This unit is for those who screen print onto individual items or pre-sewn garments</p> <p>The job role will involve preparing the work area to prepare and screen print onto individual items and pre-sewn garments, setting up the processing operation, starting up the processing operation, monitoring and controlling the quality of the process, completing the processing operation, ensuring the printed item/garment is to customer specification, protecting the quality of the product during transfer or storage</p>
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 prepare to screen print individual items / garments	<p>1.1 Explain the screen printing process, to include</p> <ul style="list-style-type: none"> • preparing images supplied by the customer • technical considerations • setting up screens for printing • inks • setting up the manual carousel • curing the printed image <p>1.2 Ensure that the work area is suitable and free from any hazards and obstructions</p>

	<p>1.3 Describe safe chemical handling procedures</p> <p>1.4 Identify specific hazards likely to be encountered in the screen printing process and how they can be avoided</p> <p>1.5 Identify the characteristics of different fabric types and the qualities of pre-dyed (greige) materials</p> <p>1.6 Identify different colours across the full spectrum</p> <p>1.7 Explain the differences between different types of equipment</p> <p>1.8 Identify materials / chemicals used in different processes and explain what happens to them as they are processed</p> <p>1.9 Identify why processed and part-processed materials, excess materials and recoverable by-products should be separated out during production</p> <p>1.10 Prepare equipment for use according to instructions, characteristics of material and in accordance with organisation's rules, codes, guidelines and standards</p> <p>1.11 Organise work in accordance with instructions</p> <p>1.12 Confirm sufficient raw material and support services are available to commence processing</p> <p>1.13 Confirm suitable containment and storage facilities are available for processed, part-processed materials, excess materials and recoverable by-products</p> <p>1.14 Confirm components are in line with the</p>
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	<p>specification and are free from defects and faults</p> <p>1.15 Identify and report difficulties in meeting the specification</p> <p>1.16 Identify, report and refer deviations from specification in accordance with organisation's rules, codes, guidelines and standards</p>
<p>2. Be able to screen print individual items/garments</p>	<p>2.1 Confirm machinery / equipment is safe, clean and ready to use</p> <p>2.2 Perform emergency stop test procedures on machinery</p> <p>2.3 Check paste consistency / viscosity, mesh blockages, screen faults, item security on bed and drying temperature</p> <p>2.4 Prepare to screen print in accordance with health and safety regulations</p> <p>2.5 Perform the screen printing process, including</p> <ul style="list-style-type: none"> • preparing images supplied by the customer • any technical considerations • setting up screens for printing • setting up the manual carousel • curing the printed image <p>operating the machinery / equipment safely and in accordance with organisation's rules, codes, guidelines and standards</p> <p>2.6 Monitor and adjust machine performance during the screen printing process to maintain quality standards and production targets</p> <p>2.7 Monitor fabric feel and appearance throughout the screen printing process and report deviations in accordance with organisation's rules, codes, guidelines and standards.</p>

	<p>2.8 Identify, mark and place rejects in the designated location</p> <p>2.9 Carry out cleaning of machinery before printing the next batch, to avoid colour contamination</p>
<p>3. Know how to perform quality checks within the screen printing process</p>	<p>3.1 Explain why performing quality checks can contribute to production targets</p> <p>3.2 Inspect products against specifications</p> <p>3.3 Identify types of faults which may occur in the screen printing process and the potential effects on quality</p> <p>3.4 Explain why it is important to segregate and mark rejects</p> <p>3.5 Identify two potential consequences of not rectifying problems</p> <p>3.6 Explain why it is important to record details of adjustments and the potential consequences of not recording them.</p> <p>3.7 Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with</p>
<p>Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 (MSP10)</p> <p>Key Skills Mapping Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3 Level 2 Problem Solving PS2.1, PS2.2, PS2.3 Level 2 Working with Others WO2.1, WO2.2, WO2.3</p>	

Supporting Unit Information

R/502/4029 Screen-printing individual items/garments – Level 2

Indicative Content

Key Areas of Knowledge and Understanding

- How to
 - identify correct batches of garments / materials from job sheets / ID tags
 - ensure use of appropriate materials in correct order
 - request correct amount of print pastes and auxiliaries from the colour mixer / weigher at the correct time
 - move materials safely to correct equipment / machinery
 - load fabric / garments correctly dependant on the machine and material type
 - place print pastes and auxiliaries in the proper section of the machine in the correct order
 - check paste consistency / viscosity, mesh blockages, screen faults, item security on bed and drying temperature
 - work within timescales
 - complete relevant documentation
- Recognition of different colours (i.e. not have a deficiency in colour vision)
- Awareness of different fabric types and understand the qualities of pre-dyed (greige) materials
- Evaluation techniques of inherent fabric flaws that may affect the screen printing process
- The screen printing process
- Access order quantity to evaluate technique to be used CAD cut vinyl, Direct to Garment (DTG), conventional screen printing

Regulations, rules and guidelines

- The organisation's rules, guidelines and standards
 - ensure machinery / equipment is safe and ready to use (temperature, pressure, settings etc.)
 - understand the difference between different types of equipment (i.e. jig / winch etc)
 - take appropriate corrective action should an alarm sound
 - clean machine using correct procedure
 - work to company quality control techniques and quality assurance

processes

- Local standard operating procedures
- Relevant legal, local and organisational regulations affecting security
- Safety, health and environment procedures as stated in local standard operating procedures
- Equipment operating procedures
- Relevant responsibilities under the Health and Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- Manufacturer's instructions

Skills and Techniques

- Work area considerations
 - ensure that the work area is suitable and free from any hazards and obstructions
 - start-up checks carried out to ensure that the equipment and system is fit for use and has no faults or defects
 - general plant awareness, the significance of boiler for steam, compressor, and the water softener
 - ensure that the work area complies with local procedures and systems of work
 - ensure suitable containment and storage facilities are available for processed materials, part-processed materials, excess materials and recoverable by-products
 - ensure relevant risk control measures are in place and understand why it is important to comply with them
 - chemical handling procedures
 - ensure machinery is clean before dyeing next batch to avoid colour contamination
- Materials
 - identify inks / chemicals used in different processes, and understand what happens to materials as they are processed
 - identify any faults with raw materials or equipment in order to deal with them appropriately
 - ensure sufficient specified raw material and support services are available to commence processing
- Prepare images (pre-press) supplied by customer for screen printing
 - extract electronic images provided by email from the customer (generally high resolution / vectorised files)
 - designs are generally translated to a resolution of 160-300dpi dependent on image
 - identify number of colours in the design, the number of colours

- relates to the number of screens
- ensure appropriate registration marks are included on each transparency
- design is separated by colour to create image to be transferred onto the screen
- understand the need for half toning / index separation / block
- Technical considerations when accessing fabric type / selection
 - understand level of colour fastness relative to fibre composition
 - the types of fabrics/garments generally used t-shirt / polo shirt / sweatshirt
 - the type of fabric to be printed dictates the mesh count of the screen
 - when printing light colours onto dark fabrics when required apply an under-base of white first
- Setting up screens for printing
 - Appropriate use of the coating trough and pressure, and subsequent removal of excess emulsion
 - the image is applied to the screen, and set into the mesh using a light sensitive coating
 - the coated screen is exposed to light using a machine
 - exposure times depend on mesh count and design complexity
 - when emulsion creating the image has cross linked, the screen is thoroughly rinsed to remove excess coating that may affect the print quality
 - where possible with manual screen printing, the screens incorporate multiple designs on a single screen
 - after printing screens are cleaned: waterbased inks with high pressure water; plastisol requires white spirit
- Knowledge of inks
 - water based are less toxic, they can be easier or more difficult to work with dependent on the destination fabric, they soak into the fabric / fibre
 - PVC / plastisol secrete more toxic fumes, the applied print sits on top of the fabric
- Setting up the manual carousel
 - the press allows multiple screens to be loaded on to the carousel
 - screens are aligned with markings on the lower platen/board
 - t-shirts are printed by being pulled onto a fixed lower platen and secured with glue
 - the printer must be aware of the snap (distance between the screen and the t-shirt), depending on ink type, size / area and

colour

- Screen printing an individual garment
 - garment must be positioned correctly and held in place (vacuum, pin, tape)
 - the printer applies the relevant ink to the screen (process is repeated if there are multiple screens)
 - screen is lowered onto the surface to be printed
 - appropriate squeegee is selected rounded / angled blade
 - the squeegee is pulled over the screen using the correct pressure
 - for garments – seams are straight to avoid bleeding
- Curing the printed image
 - curing is required to set the printed image, in order that it is wash fast
 - prints are cured using a conveyor
 - water based dyes require more time and catalysts to set the print
- Be aware what to do in the event of each of the following types of problem
 - work instructions are incorrect
 - equipment faults or problems that you can deal with
 - equipment faults or problems that you cannot deal with
 - whether garments with incorrect finish require reworking
 - waste disposal
 - how to avoid mark-off
- Ensure that the finished product is to customer specification

Workplace Skills

- Communicate effectively with colleagues and customers
- Keep relevant people informed about the process
- Comply with written instructions
- Complete forms, reports and other documentation – written and electronic
- Deal with problems within working remit
- Follow correct procedures in the event of
 - Problems you can deal with
 - Problems you cannot deal with

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners,

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

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

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

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

Methods Of Assessment

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

Minimum requirements when assessing this unit

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

Assessment should take place in the workplace.

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 are listed in Appendix 1 and can be found on the ABC Awards web site.

Carry Out Textile Manufacturing Operations

Unit Reference	L/502/4031
Level	2
Credit Value	5
Guided Learning Hours	30
Unit Summary	<p>This unit is for those who prepare their own work area, prepare the appropriate manufacturing equipment, prepare the material for processing; transfer materials, inspect materials when processing and forward materials to the next process.</p> <p>The job role will involve being able to prepare for textile manufacturing operations, being able to transfer materials safely, knowing how to perform quality checks within the production process</p>
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 prepare to carry out textile manufacturing operations	<p>1.1 Explain the operating principles of processing equipment, including shut down processes</p> <p>1.2 Ensure that the work area is suitable and free from any hazards and obstructions</p> <p>1.3 Identify specific hazards likely to be encountered in the textile manufacturing operations and how they can be avoided</p> <p>1.4 Identify the characteristics of different types of materials and explain the implications of this for</p>

	<p>processing</p> <p>1.5 Identify why processed and part-processed materials, excess materials and recoverable by-products should be separated out during production</p> <p>1.6 Prepare equipment for use according to instructions, characteristics of material and in accordance with organisation's rules, codes, guidelines and standards</p> <p>1.7 Organise work in accordance with instructions</p> <p>1.8 Confirm sufficient raw material and support services are available to commence processing</p> <p>1.9 Confirm suitable containment and storage facilities are available for processed, part-processed materials, excess materials and recoverable by-products</p> <p>1.10 Confirm components are in line with the specification and are free from defects and faults</p> <p>1.11 Identify and report difficulties in meeting the specification</p> <p>1.12 Identify, report and refer deviations from specification in accordance with organisation's rules, codes, guidelines and standards</p>
<p>2. Be able to carry out textile manufacturing operations</p>	<p>2.1 Confirm machinery / equipment is safe, clean and ready to use</p> <p>2.2 Perform emergency stop test procedures on machinery</p> <p>2.3 Prepare to carry out textile manufacturing operations in accordance with health and safety</p>

	<p>regulations, including</p> <ul style="list-style-type: none"> • choosing correct equipment to transfer materials • safe loading levels / weights of machinery • specific safe working practices for lifting and moving materials <p>2.4 Demonstrate how to operate the appropriate machinery / equipment safely and in accordance with organisation’s rules, codes, guidelines and standards.</p> <p>2.5 Monitor and adjust machine performance during the process to maintain quality standards and production targets</p> <p>2.6 Monitor fabric feel and appearance throughout the process and report deviations in accordance with organisation’s rules, codes, guidelines and standards.</p> <p>2.7 Identify, mark and place rejects in the designated location</p> <p>2.8 Carry out cleaning of equipment/machinery for further use</p>
<p>3. Know how to perform quality checks when carrying out textile manufacturing operations</p>	<p>3.1 Explain why performing quality checks can contribute to production targets</p> <p>3.2 Inspect products against specifications</p> <p>3.3 Identify types of faults which may occur in the process and the potential effects on quality</p> <p>3.4 Explain why it is important to segregate and mark rejects</p> <p>3.5 Identify two potential consequences of not rectifying problems</p>

	<p>3.6 Explain why it is important to record details of adjustments and the potential consequences of not recording them</p> <p>3.7 Identify two equipment faults that may occur, explain how they are identified and how they should be dealt with</p>
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Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009 (MSP11)

Key Skills Mapping

Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3

Level 2 Problem Solving PS2.1, PS2.2, PS2.3

Level 2 Working with Others WO2.1, WO2.2, WO2.3

Supporting Unit Information

L/502/4031 Carry out textile manufacturing operations – Level 2

Indicative Content

Key Areas of Knowledge and Understanding

- How to read and interpret instructions / specifications or dye / print paste recipes
- Equipment faults which may occur, and how they are identified and dealt with
- Product faults which may occur, how they are identified and appropriate course of action to be taken
- How to choose correct equipment to transfer materials
- Safe loading levels / weights of machinery
- Specific safe working practices for lifting and moving materials (manual or using equipment)
- Hazards associated with material moving operations
- Importance of forwarding items correctly and in a timely fashion
- Why it is important to mark faults
- Methods used to minimise waste
- Why performing quality checks in the manufacturing process can contribute to production targets
- Identify the characteristics of different types of materials and the implications of this for processing
- The operating principles of processing equipment (including shut down processes)
- The effect of components not processed to specification

Regulations, rules and guidelines

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

Skills and Techniques

- Set equipment appropriately to achieve customer requirements
- Machine is operated safely and correctly according to instructions

- Operate processing equipment safely and correctly
- Achieve product specification by adjustment of equipment / resources
- Apply manual lifting techniques when lifting alone or with others
- Complete appropriate paperwork
- Clean equipment correctly after each job or end of shift

Workplace Skills

- Follow and complete production reporting systems and documentation
- Deal with problems within the work area and within limits of responsibility
- Arrange work effectively
- Report problems outside area of responsibility to the appropriate person
- Communicate effectively with colleagues
- Comply with written / verbal instructions

Teaching Strategies And Learning Activities

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

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

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

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

Methods Of Assessment

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

Minimum requirements when assessing this unit

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

Assessment should take place in the workplace.

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 are listed in Appendix 1 and can be found on the ABC Awards web site.

Appendices

Recognition of Prior Learning Exemptions and Credit Transfers

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.

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.