

ABC Awards

SEG Awards ABC Level 2 Certificate in Apparel, Footwear, Leather or Textile Production

Qualification Guidance

England
[50065762]

Wales
[C0001232]

About Us

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

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

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

https://secure.ABCawards.co.uk/ors/secure_login.asp

Sources of Additional Information

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

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

Qualification Structure and Content

ABC Awards Level 2 Certificate in Apparel, Footwear, Leather or Textile Production

Qualifications and Pathways	
Level 2 Certificate in Apparel Production Level 2 Certificate in Footwear Production Level 2 Certificate in Leather Production Level 2 Certificate in Textile Production	
Regulated	The qualifications, identified above, are all regulated by Ofqual and also Qualifications Wales
Assessment	Internal assessment, internal and external moderation
Grading	Pass
Operational Start Date	01/07/2009
Review Date	31/07/2023
ABC Sector	Fashion and Textiles
Ofqual SSA Sector	4.2 Manufacturing Technologies
Stakeholder support	UKFT
Contact	See ABC website for the Centre Support Officer responsible for these qualifications

Level 2 Certificate in Apparel, Footwear, Leather or Textile Production

Rules of Combination: Learners must achieve a minimum of 20 credits and a maximum of 21 credits from one pathway. This must include 9 credits from the mandatory units.

Unit	Level	Credit Value	GLH
Mandatory Units			
Introduction and history of the apparel, footwear, leather or textiles industry [D/600/1718]	2	1	10
Understanding health and safety and associated employer rights and responsibilities within the apparel, footwear, leather or textile industry [K/600/1723]	2	3	30
Developing working relationships within the apparel, footwear, leather or textile industry [T/600/1725]	2	2	20
Maintain quality standards in apparel, footwear, leather or textile production [F/600/1727]	2	3	30
Apparel Pathway			
Apparel manufacturing techniques - the production process [J/600/1728]	2	4	30
Apparel manufacturing techniques - sewing and making-up operations [L/600/1729]	2	4	30
Materials used in manufacture of apparel [L/600/1732]	2	4	30
Footwear Pathway			
Manufacturing footwear techniques - production of uppers [K/600/1737]	2	4	30
Manufacturing footwear techniques - lasting and making processes [K/600/1740]	2	4	30
Materials used in the manufacture of footwear [R/600/1747]	2	4	30
Leather Pathway			
Leathers used in the manufacture of leather goods [A/600/1791]	2	4	30
Non-leather materials used in the manufacture	2	4	30

of leather goods [F/600/1792]			
Leather goods manufacturing techniques - cutting, sewing and finishing operations [T/600/1806]	2	4	30
Textile Pathway			
Materials and processes used in the manufacture of textile products [M/600/2047]	2	5	40
Textile manufacturing techniques [T/600/2048]	2	6	50

Numbers in box brackets indicate unit number

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

Qualification Purpose	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training, B2. Develop knowledge and/or skills in a subject area					
Entry Requirements	16+					
Age Range	Pre 16		16 – 18	✓	19 +	✓
LARS Reference	50065762					
Recommended GLH²	180					
Recommended TQT³	200					
Credit Value	20-21					
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	See ABC website for resources available for this qualification					

Qualification Overview

² See Glossary of Terms

³ See Glossary of Terms

Introduction

The ABC Level 2 Certificate in Apparel, Footwear, Leather or Textile Production has been designed in response to the identified needs through research with employers into skill requirements for the future. This new qualification will support regional and national market intelligence and emerging findings from the Sector Skills Agreement.

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

Aims

The ABC Level Certificate in Apparel, Footwear, Leather or Textile Production aims to:

- Prepare learners for further learning or training
- Develop knowledge and/or skills in their chosen subject area

Target Group

This qualification is designed for those learners who require a progression opportunity through educational and vocational means. It will provide learners with the opportunity of enhancing their career progression and give them the currency to enter further qualifications.

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

The learner will be able to progress to full employment or to more skilled activity within the chosen industry, and can also progress to other relevant Level 2 and Level 3 qualifications including NVQs, VRQs and the Advanced Apprenticeship/Modern Apprenticeship

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

Introduction and History of the Apparel, Footwear, Leather or Textiles Industry

Unit Reference	D/600/1718
Level	2
Credit Value	1
Guided Learning Hours	10
Unit Summary	To provide the learner with an overview of the sectors and job opportunities within either the apparel, footwear, leather or textile industry, along with the basic knowledge to apply self-assessment skills to enhance their employment prospects
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Know about the history of either the apparel, footwear, leather or textile industry and its current activities	1.1 Present a brief history of their chosen industry in Britain 1.2 Describe the current state of the industry in Britain 1.3 Describe its current activities world wide
2. Know about their chosen industry	2.1 Produce a report on their chosen industry to include <ul style="list-style-type: none"> • its production activities • its selling activities, locally, nationally and internationally • the range of local employment opportunities

	<p>in the industry</p> <ul style="list-style-type: none"> the qualifications, training and experience necessary for different types of employment in the industry a record of the various resources used to compile the report
3. Be able to create a self analysis report	<p>3.1 Identify own skills, abilities, achievements and experiences</p> <p>3.2 Identify areas for improvement</p>
4. Be able to prepare a CV	4.1 Collate information to produce a personal CV
<p>Mapping to National Occupational Standards No direct mapping</p> <p>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 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

D/600/1718 Introduction and history of the apparel, footwear, leather or textiles industry – Level 2

Indicative Content

An indication of typical areas of learning includes the following:

1. The world wide activities of different sectors of the Apparel, Footwear, Leather and Textile industries
2. The historical development and the current status of the industry
3. How to access different information sources, such as Internet, publicity material from organisations, local information, published guides, advertisements, job centres, employment agencies, word of mouth
4. The qualifications, training and experience necessary for different types of employment in their chosen industry
5. How to assess relevant skills, abilities, achievements and experiences
6. How to prepare a C.V (to include training courses/education and qualifications, voluntary work, work experience, records of achievement and any personal interests or experiences)
7. How to recognise own strengths and areas for improvement – Self analysis (S.W.O.T)

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.

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

Any teaching activities need to relate to realistic work situations.

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

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

work situations.

Methods Of Assessment

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

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.

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.

Understanding Health and Safety and Associated Employer Rights and Responsibilities within the Apparel, Footwear, Leather or Textile Industry

Unit Reference	K/600/1723
Level	2
Credit Value	3
Guided Learning Hours	30
Unit Summary	This unit will enable the learner to understand the legal requirements of employers and employees with regard to health and safety and employment law. The work will cover the implications of current legislation as applied to the job they do. It also covers the use of personal protective equipment and the correct way to lift loads
Learning Outcomes (1 to 9) <i>The learner will</i>	Assessment Criteria (1.1 to 9.1) <i>The learner can</i>
1. Know about current the Health and Safety at Work legislation	1.1 Identify the main principles and facts about the current Health and Safety at Work legislation
2. Know about own responsibilities in the place of work relating to Health and Safety	2.1 Identify the responsibilities for health and safety in their job description 2.2 Identify any risk assessment and supplier's instructions for the safe use of machines, tools, equipment and substances that may be used in

	their job role
3. Know how to use personal protective equipment	<p>3.1 Identify the types of personal protective equipment available</p> <p>3.2 Select appropriate personal protective equipment for specific tasks</p> <p>3.3 Follow instructions for the correct use and maintenance of personal protective equipment</p>
4. Know how to lift and handle heavy loads	4.1 Identify and explain the correct methods for lifting and handling of heavy loads
5. Know what action to take in the case of an emergency	<p>5.1 Describe the action that needs to be taken in an emergency</p> <p>5.2 Identify the person to report to in the case of an emergency</p>
6. Know the organisation's procedures for responding to accidents	6.1 Describe the organisation's procedures for recording and reporting accidents
7. Know about statutory rights and responsibilities in employment	<p>7.1 Identify their own statutory rights and responsibilities in employment</p> <p>7.2 Explain the standards of behaviour expected within the business</p>
8. Know where to access information and advice concerning	8.1 Identify the procedures and documentation within the organization and where it may be found

employment	
<p>9. Know about the function of Trade Unions</p>	<p>9.1 Explain the role of Trade Unions (where applicable), including the legal actions and training resources they can implement and advise on</p>
<p>Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 Unit MSP1</p> <p>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 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

K/600/1723 Understanding health and safety and associated employer rights and responsibilities within the apparel, footwear, leather or textile industry – Level 2

Indicative Content

An indication of typical areas of learning includes the following

For Health and safety

- Outline of the main principles of the Health and Safety at Work Act 1974
- Job descriptions, risk assessments, data sheets supplied with substances, Control Of Substances Hazardous to Health Regulations (COSHH), safe systems of work
- Personal protective equipment, types available, use and maintenance
- Correct ways of lifting and handling heavy loads
- Legal requirements to keep records of and report accidents

For Employment Rights and Responsibilities

- Standards of behaviour expected within the business
- Employment law, Contract of Employment, Statutory rights
- Working Time Regulations and holiday entitlements; rights and responsibilities that apply to maternal or parental leave
- Statutory sick pay and the organisation's procedures
- Performance Management and Grievance procedures of the organisation and systems of payment

Data Protection Act and access to personal information

- The role of Trade Unions (where applicable), the legal actions and training resources they can implement and advise on
- Procedures and documentation within the business and where this information may be found

Teaching Strategies And Learning Activities

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

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

Any teaching activities need to relate to realistic work situations.

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

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

Methods Of Assessment

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

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.

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

Additional Information

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Developing Working Relationships within the Apparel, Footwear, Leather or Textile Industry

Unit Reference	T/600/1725
Level	2
Credit Value	2
Guided Learning Hours	20
Unit Summary	This unit will reinforce the need for the learner to develop good relationships with their colleagues in their working environment by being a team player using appropriate methods of communication
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Be able to recognise the advantages of team working	1.1 Explain how to promote a good working environment by developing positive working relationships with colleagues – the effect on morale, productivity and company image
2. Be able to appreciate other people's opinions	2.1 Describe the importance of accepting other people's views and opinions
3. Be able to understand the value of fulfilling commitments and deadlines	3.1 Explain the importance of making and honouring realistic commitments and deadlines to colleagues

<p>4. Know about the lines of communication at work</p>	<p>4.1 Produce an organisation chart showing the lines of communication within the workplace</p>
<p>5. Be able to use appropriate communication skills</p>	<p>5.1 Explain how to use suitable and effective communication skills when responding to and interacting with other people</p>
<p>6. Be able to adapt communication methods</p>	<p>6.1 Describe how they adapt written and spoken communication methods when interacting with people at work</p>
<p>Mapping to National Occupational Standards This is contained in the Workplace Skills component of all current NOS</p> <p>Key Skills Mapping Level 2 Communication C2.1a, C2.1b, C2.2, C2.3 Level 2 Information Technology IT2.1, IT2.2, IT2.3 Level 2 Problem Solving PS2.1, PS2.2, PS2.3</p>	

Supporting Unit Information

T/600/1725 Developing working relationships within the apparel, footwear, leather or textile industry – Level 2

Indicative Content

An indication of typical areas of learning includes the following

- Organisational structure of a company, lines of communication
- Advantages of team working - its effect on morale, increased productivity and better company image
- Methods of communication, body language, written and spoken – formal and informal
- Adapting communication to a given situation. How to relate with people, e.g. work colleagues, management, supervision, visitors, customers

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.

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

Any teaching activities need to relate to realistic work situations.

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

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

Methods Of Assessment

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

outcomes and assessment criteria.

Evidence Of Achievement

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

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

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

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

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Additional Information

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Maintain Quality Standards in Apparel, Footwear, Leather or Textile Production

Unit Reference	F/600/1727
Level	2
Credit Value	2
Guided Learning Hours	20
Unit Summary	This unit will give the learner the necessary knowledge about the standard of work expected of them, steps to be taken to maintain quality and the systems in place to monitor the quality of work produced
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Know about their company's quality standards	1.1 Describe the quality standard expected by their company for their chosen operation
2. Be able to recognise non-standard work	2.1 Identify non-standard work from the previous operation
3. Be able to assess non-standard work for improvements	3.1 Recognise the possibility of continuing with non-standard work

<p>4. Know about methods for improving work quality</p>	<p>4.1 Describe what adjustments may be made to the process to maintain the quality of work being done</p>
<p>5. Know about procedures for rejected work</p>	<p>5.1 Explain the procedure for dealing with rejected work produced</p>
<p>6. Know about a departmental quality monitoring system</p>	<p>6.1 Describe the system for monitoring quality for a chosen department</p>
<p>Mapping to National Occupational Standards This unit is linked to Manufacturing Sewn Products NOS 2009 Unit MSP2</p> <p>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 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

F/600/1727 Maintain quality standards in apparel, footwear, leather or textile production – Level 2

Indicative Content

An indication of typical areas of learning includes the following

- Types of faults, which may be received from the previous operation to that chosen by the candidate
- What is an acceptable standard of work for the learner's designated operation. Points to check, e.g. tolerances
- Steps that may be taken to rectify defective work from previous and own operation/s.
- Systems to deal with reject work
- Methods of monitoring quality within a department

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.

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Any teaching activities need to relate to realistic work situations.

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

Methods Of Assessment

This unit will be internally assessed, internally and externally moderated

via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

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.

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.

Apparel Manufacturing Techniques - The Production Process

Unit Reference	J/600/1728
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	<p>This unit will enable the learner to understand basic manufacturing techniques to achieve the standards in line with company guidelines. It will also look at the order process and the input system.</p> <p>This unit will also enable the learner to recognise their role in the business and to understand sector relevant terminology</p>
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Know about pattern development and production	<p>1.1 Describe how a pattern is developed.</p> <p>1.2 Explain how the development impacts on the production</p>
2. Be able to define grading	2.1 Describe what is meant by grading
3. Know about lay planning, production	3.1 Describe the lay planning process

and manufacturing	3.2 Explain how it integrates with pattern production and the manufacturing process
4. Be able to define relevant terminology	4.1 Describe terminology used within the workplace
5. Know about the stages of the manufacturing process	5.1 Explain where each operation fits into the production line
6. Know where a particular operation fits into the production line	6.1 Produce a factory plan to show where each manufacturing process takes place.
<p>Mapping to National Occupational Standards This unit is linked to Apparel Manufacturing Technology 2008 NOS Unit AMTECH6</p> <p>Key Skills Mapping Level 1 Application of Number N1.2, N1.3 Level 2 Communication C2.1a, C2.1b, C2.2, C2.3 Level 2 Information Technology IT2.1, IT2.2, IT2.3 Level 2 Working with Others WO2.1, WO2.2, WO2.3</p>	

Supporting Unit Information

J/600/1728 Apparel manufacturing techniques - the production process – Level 2

Indicative Content

An indication of typical areas of learning includes the following

- Basic understanding of how a pattern is developed
- What is meant by grading
- What is meant by lay planning including, efficiency and tolerance limits and how these impact on production
- Where a particular operation fits into the production line
- A full understanding of the terminology used

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.

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Any teaching activities need to relate to realistic work situations.

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

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

Methods Of Assessment

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

outcomes and assessment criteria.

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.

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.

Apparel Manufacturing Techniques - Sewing and Making-Up Operations

Unit Reference	L/600/1729
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit will enable the learner to gain knowledge of the basic sewing techniques, the use of trimmings in the finishing of a garment and how to identify alterations that may be required. This unit will also provide knowledge of the different types of sewing machines and the maintenance required. This unit will cover issues of competence and what the competency and skills requirements are
Learning Outcomes (1 to 7) <i>The learner will</i>	Assessment Criteria (1.1 to 7.2) <i>The learner can</i>
1. Know about basic sewing skills	1.1 Describe the basic sewing skills required 1.2 Identify a range of stitch types used in making up garments
2. Be able to identify a range of sewing machines and equipment	2.1 Describe the different types of sewing machine used in sewing and making up operations 2.2 Explain about the extra equipment which may be used for specific operations

<p>3. Know how to use finishes and trimmings</p>	<p>3.1 Describe the requirements of finish and trimming</p> <p>3.2 Describe the types of interfacing</p> <p>3.3 Explain when and where to use interfacing</p>
<p>4. Know about the alterations procedure</p>	<p>4.1 Describe what is meant by an alteration (not correcting a fault)</p> <p>4.2 Explain why and when an alteration is carried out</p>
<p>5. Know about waste limits and their effect on production</p>	<p>5.1 Describe the limits for tolerance or waste</p> <p>5.2 Explain the production need for imposed limits on waste</p>
<p>6. Know about the skills required for each process</p>	<p>6.1 Identify the different skills and competence requirements for each manufacturing process</p>
<p>7. Be able to maintain their machine and recognise machine faults</p>	<p>7.1 Identify the types of faults that may occur with own machine</p> <p>7.2 Explain the standards of maintenance which are expected</p>
<p>Mapping to National Occupational Standards This unit is linked to Manufacturing Sewn Products 2009 NOS Unit MSP4</p> <p>Key Skills Mapping Level 1 Application of Number N1.2, N1.3 Level 2 Communication C2.1a, C2.1b, C2.2, C2.3 Level 2 Information Technology IT2.1, IT2.2, IT2.3</p>	

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/600/1729 Apparel manufacturing techniques - sewing and making-up operations – Level 2

Indicative Content

An indication of typical areas of learning include the following

- Understand the different types of stitch and the sewing techniques required in the making up of garments
- Knowledge of equipment and machines and how to recognise and report machine breakdowns
- An understanding of the use of trimmings, interfacings (fusible and non-fusible) and the importance of finishing a garment correctly
- Knowledge of the alterations procedure (not correcting a fault) - what this is and why it is needed
- An understanding of the level of competency required for each operation and how to facilitate own progression to more skilled processes
- Examples could be make through, sections i.e. pockets, lining, collars, sample or production

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.

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

Any teaching activities need to relate to realistic work situations.

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

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

Methods Of Assessment

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

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.

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.

Materials Used In Manufacture of Apparel

Unit Reference	L/600/1732
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit will enable the learner to develop a basic knowledge of materials used in manufacturing and how to recognise and handle them. It will also provide knowledge of cloth types, how these have impact on the final garment and the pressing techniques that will be required. This unit will consider faults and how sewing can affect these
Learning Outcomes (1 to 8) <i>The learner will</i>	Assessment Criteria (1.1 to 8.2) <i>The learner can</i>
1. Know about different cloth types used for garments	1.1 Describe the main materials used in the manufacture of garments 1.2 Explain the suitability of cloth types for particular garments or parts of a garment
2. Be able to lay a cloth and recognise the right side of the fabric	2.1 Explain how to identify the right side 2.2 Describe the correct way to lay cloth in preparation for cutting
3. Know about fabric	3.1 Describe how a material is constructed

construction and finishes	3.2 Explain what gives the cloth its particular qualities
4. Know about cloth length and width in imperial and metric measurement	4.1 Explain cloth sizing and length conversions
5. Be able to use the appropriate fabric	5.1 Explain the consequences of using the wrong fabric
6. Know about a variety of cloth weights	6.1 Describe different cloth weights 6.2 Provide examples of the wrong stitch being used on various cloth samples
7. Know about pressing methods for a range of cloths	7.1 Describe different techniques for handling and pressing functions for a range of cloth types
8. Know about fabric faults	8.1 Identify the reasons for fabric faults 8.2 Describe any actions that may be taken with fabric faults

Mapping to National Occupational Standards

This unit is linked to Apparel Manufacturing Technology 2008 NOS Unit AMTECH19

Key Skills Mapping

Level 1 Application of Number N1.2, N1.3

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

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

Supporting Unit Information

L/600/1732 Materials used in manufacture of apparel – Level 2

Indicative Content

An indication of typical areas of learning includes the following:

- Examples of materials: construction fabric (e.g. knitted, woven), types of fabric (e.g. synthetic, natural fibres – cotton / silk), examples of fabric finishes (textured cloth, special finishes like fire resist, anti-stain). A fabric table showing different fabrics, which fabrics are most suited to which garment or individual part of a garment and why
- Cloth types, a chart detailing what cloths are most suited to particular garments and why.
- Length conversions to convert imperial to metric
- Cloth sizing differentials in cloth type and within the UK, Europe and USA
- Pressing, different ways that pressing will need to be carried out for various cloth types
- Sewing techniques and an understanding of the consequences if the wrong type of stitch is used for the cloth
- A faults library establishing a list of the type of faults the learner has found

Teaching Strategies And Learning Activities

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

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

Any teaching activities need to relate to realistic work situations.

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

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

Methods Of Assessment

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

Evidence Of Achievement

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

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

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

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

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Additional Information

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Manufacturing Footwear Techniques - Production of Uppers

Unit Reference	K/600/1737
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit will enable the learner to understand the functions that go into the manufacturing of footwear up to the production of the upper. The work will cover size scales, foot measurement, lasts, and the processes involved in the production of the patterns (pattern cutting), the cutting of the upper sections (cutting/clicking) and stitching them together to make an upper (closing)
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.2) <i>The learner can</i>
1. Be able to compare English, American and Continental size systems	1.1 Demonstrate the relationship between commonly used size scales 1.2 Explain how to convert from one scale to another
2. Be able to measure feet	2.1 Describe how to measure a foot
3. Know about the	3.1 Describe the main features of a last

purpose and features of a last	<p>3.2 Explain the functions of the parts of a last</p> <p>3.3 Compare lasts used for different purposes</p>
<p>4. Know about the footwear manufacturing process of the upper</p>	<p>4.1 Demonstrate the main functions in the production of uppers</p> <p>4.2 Describe each operation briefly</p>
<p>Mapping to National Occupational Standards This unit is linked to Footwear and Leathergoods 2009 NOS Unit FL4</p> <p>Key Skills Mapping Level 2 Application of Number N2.1, N2.2, N2.3 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 Level 2 Problem Solving PS2.1, PS2.2, PS2.3</p>	

Supporting Unit Information

K/600/1737 Manufacturing footwear techniques - production of uppers – Level 2

Indicative Content

An indication of typical areas of learning includes the following

- Size scales – English, American and Continental. How to convert from one scale to another e.g. producing a process chart
- Foot measurement – use of size stick and tape to give length, girths and heel measures
- Lasts – parts of a last, functions of each part, heel pitch and toe spring. Lasts for different purposes
- Basic styles of footwear in general use
- Pattern Cutting – formes, standard and sections for a simple upper
- Cutting/Clicking – Methods of cutting materials commonly used in footwear production, with regard to quality, tightness, stretch, by machine or hand
- Closing – Preparation operations, edge treatments and seams used in the production of uppers. Closing sequences for simple uppers

Teaching Strategies And Learning Activities

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

Any teaching activities need to relate to realistic work situations.

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

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

Methods Of Assessment

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

Evidence Of Achievement

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

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

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

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

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Additional Information

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Manufacturing Footwear Techniques - Lasting And Making Processes

Unit Reference	K/600/1740
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit will enable the learner to understand the processes that go into the manufacturing of footwear from the closed upper to the finished product. The work will cover the processes involved in the lasting, making and finishing of footwear for a product with which they are familiar
Learning Outcomes (1) <i>The learner will</i>	Assessment Criteria (1.1 to 1.2) <i>The learner can</i>
1. Know about the footwear manufacturing processes	<p>1.1 Choose a familiar product and identify the processes involved in its production from the closed upper stage to the finished product</p> <p>1.2 Describe each process, including</p> <ul style="list-style-type: none"> • Lasting • Making • Finishing • Shoe Room and Despatch
<p>Mapping to National Occupational Standards This unit is linked to Footwear and Leathergoods 2009 NOS Unit FW5</p>	

Key Skills Mapping

Level 1 Application of Number N1.2, N1.3

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/600/1740 Manufacturing footwear techniques - lasting and making processes - Level 2

Indicative Content

An indication of typical areas of learning includes the following

Definition and principles of lasting

- Methods of lasting appropriate to the learner's intended area of expertise.
To be drawn from
 - a. Flat lasted – cemented
 - b. Goodyear Welted
 - c. Force lasted – sewn in sock, strobel stitched
 - d. String lasting

Definition of Making

- Methods of attaching soles. To be drawn from
 - a. Stuck
 - b. Stitched
 - c. Injection moulded
 - d. Vulcanised
- Methods of finishing off the soles and heels appropriate to the learners intended area of expertise
- Methods of making the product more presentable to the customer appropriate to the learner's intended area of expertise

Teaching Strategies And Learning Activities

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

Any teaching activities need to relate to realistic work situations.

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

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

Methods Of Assessment

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

Evidence Of Achievement

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

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

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

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

Assessors may use any method that is reliable, valid and fit for purpose.

Units should only be signed off once all the requirements of the unit are met.

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Additional Information

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

Materials Used In the Manufacture of Footwear

Unit Reference	R/600/1747
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit will enable the learner to recognise and gain an appreciation of the materials and components used in the production of footwear that they may encounter during their working experience
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Know about upper materials	1.1 Describe the main materials used in the manufacture of footwear uppers
2. Know how to use each of the upper materials in footwear manufacture	2.1 For each of the upper materials, describe the type of footwear they may be used for
3. Know about the main components in footwear manufacture	3.1 Describe the main components used in footwear manufacture
4. Know about	4.1 Identify the reasons for footwear manufacture

footwear manufacture faults	faults 4.2 Describe any actions that may be taken with footwear manufacture faults
<p>Mapping to National Occupational Standards This unit is linked to Footwear and Leathergoods 2009 NOS Unit LG1 & FW1</p> <p>Key Skills Mapping Level 1 Application of Number N1.2, N1.3 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 Level 2 Problem Solving PS2.1, PS2.2, PS2.3</p>	

Supporting Unit Information

R/600/1747 Materials used in the manufacture of footwear – Level 2

Indicative Content

An indication of typical areas of learning includes the following

Characteristics of Upper Materials

- Leather – Cow, calf, goat, kid, pig
- Defects that may be found in upper leather
- Coated Fabrics – PU and PVC
- Construction of a simple weave and its properties of tightness and stretch
- Construction of a simple knit and its properties of tightness and stretch

Components used in footwear manufacture

- Insoles
- Soles
- Heels
- Shanks
- Toe puffs
- Heel stiffeners
- Bottom Filling

Teaching Strategies And Learning Activities

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

Any teaching activities need to relate to realistic work situations.

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

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

Methods Of Assessment

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

Evidence Of Achievement

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

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

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

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

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

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Additional Information

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

Leathers Used In the Manufacture of Leather Goods

Unit Reference	A/600/1791
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit will enable learners to recognise and gain an appreciation of leather used in the production of leather goods that they may encounter during their working experience
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Know about the various types of leathers used in the manufacture of leather goods	1.1 Describe the various types of leathers used in the manufacture of leather goods
2. Know how to use each type of leather	2.1 Describe the type of leather goods that each type of leather may be used for
3. Know about leather faults	3.1 Identify the reasons for leather faults 3.2 Describe any actions that may be taken with leather faults

Mapping to National Occupational Standards

This unit is linked to Footwear and Leathergoods 2009 NOS
Unit L1 & L2

Key Skills Mapping

Level 1 Application of Number N1.2, N1.3

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

Supporting Unit Information

A/600/1791 Leathers used in the manufacture of leather goods – Level 2

Indicative Content

An indication of typical areas of learning includes the following

Characteristics of leather

- Raw Material Types: cow, calf, goat, kid, pig
- Leather Tanning Methods: chrome, vegetable, synthetic
- Types of Leather Finishes: analene, suede, nubuck, corrected grain, printed
- Major defects, both natural and process manufactured

The application of Leathers in Leathergoods Manufacture

- Understand the major faults, features and limitations of Leathers at key production stages of Leathergoods manufacture
- Relate Leather to other components used in the Manufacture of Leathergoods

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.

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Any teaching activities need to relate to realistic work situations.

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

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

work situations.

Methods Of Assessment

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

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.

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.

Non-Leather Materials Used In the Manufacture of Leather Goods

Unit Reference	F/600/1792
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	<p>This unit will enable learners to develop a basic knowledge of materials and components used in manufacturing and how to recognise and handle them. It will also provide knowledge of product specifications, how these have impact on the final article and the finishing techniques that will be required.</p> <p>This unit will consider material features, faults and how manufacturing can affect them</p>
Learning Outcomes (1 to 7) <i>The learner will</i>	Assessment Criteria (1.1 to 7.2) <i>The learner can</i>
1. Know about the various materials (apart from leather) used in leather goods manufacture	1.1 Describe the various fabric types (other than leather) used in the manufacture of leather goods
2. Know about fabric construction, types of fabric and their finishes	2.1 Describe how a material is constructed 2.2 Explain what gives the material its particular qualities

<p>3. Know about product specifications</p>	<p>3.1 Explain a product specification</p>
<p>4. Know about the consequences of using wrong components</p>	<p>4.1 Describe the consequences of using wrong components</p>
<p>5. Know about a range of fabrics, buckles and trimmings</p>	<p>5.1 Identify different fabrics, buckles and other trimmings</p>
<p>6. Be able to identify a range of techniques for finishings and trimmings</p>	<p>6.1 Describe a range of techniques for handling and attaching trimmings, backers and other components</p>
<p>7. Know about non-leather material faults</p>	<p>7.1 Identify the reasons for non-leather material faults</p> <p>7.2 Describe any actions that may be taken with non-leather material faults</p>

Mapping to National Occupational Standards

This unit is linked to Footwear and Leathersgoods 2009 NOS
Unit FW1

Key Skills Mapping

Level 1 Application of Number N1.1, N1.2

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

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

Supporting Unit Information

F/600/1792 Non-leather materials used in the manufacture of leather goods – Level 2

Indicative Content

An indication of typical areas of learning includes the following

Examples of materials

- fabric construction (e.g. knitted, woven)
- types of fabric (e.g. synthetic, natural fibres-cotton/silk)
- examples of fabric finishes (e.g. textured cloth special finishes such as fire resist/anti-stain)
- a fabric table showing different fabrics, which fabrics are most suited to which article or individual part of it and why
- Identify examples of trimming and components (e.g. backers, buckles, eyelets)
- Sewing techniques and an understanding of the consequences if the wrong type of stitch is used for the fabric, trim or attachment
- A faults library establishing a list of the types of faults the learner has found

Teaching Strategies And Learning Activities

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

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Any teaching activities need to relate to realistic work situations.

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

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

Methods Of Assessment

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

Evidence Of Achievement

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

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

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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

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

Leather Goods Manufacturing Techniques - Cutting, Sewing and Finishing Operations

Unit Reference	T/600/1806
Level	2
Credit Value	4
Guided Learning Hours	30
Unit Summary	This unit will enable learners to understand the processes that go into the manufacturing of Leather goods from the cutting to the finished product. The work will cover the processes involved in the cutting, sewing and finishing a product with which they are familiar
Learning Outcomes (1 to 9) <i>The learner will</i>	Assessment Criteria (1.1 to 9.1) <i>The learner can</i>
1. Know about different cutting techniques and their application	1.1 Describe the different types of cutting techniques used 1.2 Identify their application for specific materials (e.g. Leather, Fabrics)
2. Know about a range of sewing machines and attachments	2.1 Describe the different types of sewing machines used in the sewing and making up operations 2.2 Identify any extra equipment that may be used for specific operations

<p>3. Know about a range of finishing and trimming functions</p>	<p>3.1 Describe the different finishing and trimming functions</p>
<p>4. Know what a bespoke article is</p>	<p>4.1 Explain the meaning of a bespoke article</p>
<p>5. Know about limits of tolerance or waste</p>	<p>5.1 Describe the limits of tolerance or waste</p> <p>5.2 Explain the production needs imposed limits</p>
<p>6. Know about skills required throughout the manufacturing process</p>	<p>6.1 Describe the different skills and competence required for each manufacturing process</p>
<p>7. Be able to recognise possible faults in the processes</p>	<p>7.1 Identify types of faults that may occur at each process stage</p>
<p>8. Know about leather goods' manufacturing faults</p>	<p>8.1 Identify the reasons for manufacturing faults</p> <p>8.2 Describe any actions that may be taken with manufacturing faults</p>
<p>Mapping to National Occupational Standards This unit is linked to Footwear and Leathersgoods 2009 NOS Unit LG3 and LG4</p> <p>Key Skills Mapping Level 1 Application of Number N1.2, N1.3 Level 2 Communication C2.1a, C2.1b, C2.2, C2.3 Level 2 Improving own Learning and Performance LP2.1, LP2.2, LP2.3</p>	

Level 2 Information Technology IT2.1, IT2.2, IT2.3
Level 2 Problem Solving PS2.1, PS2.2, PS2.3

Supporting Unit Information

T/600/1806 Leather goods manufacturing techniques - cutting, sewing and finishing operations – Level 2

Indicative Content

An indication of typical areas of learning includes the following

- Identify a clear understanding of the basic Cutting, Sewing and Finishing skills required
- Describe the different types of Cutting Techniques used. Their application for specific materials (e.g. Leather, Fabrics)
- Describe the different types of sewing machines used in the sewing and making up operations and what extra equipment to use for specific operations
- Describe the different finishing and trimming functions
- Describe the meaning of a bespoke article
- Describe the limits of tolerance or waste and understand the production needs imposed limits
- Describe the different skills and competence required for each manufacturing process
- Identify types of faults that may occur at each process stage

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.

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

Any teaching activities need to relate to realistic work situations.

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

Learners could be encouraged to discuss their experiences. This could

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

Methods Of Assessment

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

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.

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.

Materials and Processes Used In the Manufacture of Textile Products

Unit Reference	M/600/2047
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	This unit will enable the learner to recognise and gain an appreciation of the materials and components used in the production of textile products that they may encounter during their working experience
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Know about textile materials	1.1 Describe the main materials used in the manufacture of their textile products
2. Know about the main equipment and tools in the textile manufacture	2.1 Describe the main equipment and tools used in textile manufacture of their textile products
3. Know about the general principles and production processes of textile products	3.1 Identify the production methods used for their products 3.2 Explain the general principles used to manufacture their products, including

- | | |
|--|---|
| | <ul style="list-style-type: none">• product specifications• work instructions• work constraints |
|--|---|

Mapping to National Occupational Standards

This unit is linked to Manufacturing Textile Products 2009 NOS
Unit TEX1 and TEX16

Key Skills Mapping

Level 1 Application of Number N1.2, N1.3

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

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

Supporting Unit Information

M/600/2047 Materials and processes used in the manufacture of textile products – Level 2

Indicative Content

An indication of typical areas of learning includes the following

Learning Outcome 1. Know about textile materials

Areas would include the main materials that learners are involved in processing as part of their **normal work activities**, depending on their part in the overall production process these materials could be

- Fibres
- Yarns
- Fabrics
- Dyes or finishes
- Other chemical treatments or coatings eg: . printing inks
- Packaging or other consumable materials

For each material used, learners would cover the following content **where applicable**

- Health and safety and environmental considerations associated with their use
- Origins of the materials e.g. man-made or natural
- Sources of materials (suppliers)
- Alternative materials and sources
- Quality checks required prior to use
- Common faults or irregularities found in materials

Learning Outcome 2. Know about the main equipment and tools in the textile manufacture

Areas would include the **textile machinery/equipment** they use/operate as part of their **normal work activities**, depending on their part in the overall production process such as

- Spinning machines
- Weaving looms
- Knitting machines
- Bonding machines
- Carding machines
- Carpet manufacturing machines
- Dying and finishing machines
- Coating machines

- Packaging machines
- Printing machines

For each machine/piece of equipment used, the topics covered by learners **could** include

- Health and safety precautions associated with their use
- Type, manufacturer and model
- Processes, capabilities and limitations of the machine/equipment
- Routine maintenance
- Common faults and fault finding procedures

Learning Outcome 3. Know about basic production planning methods

Areas covered would include processes learners are involved in as part of their **normal work activities**, this could be

- Spinning
- Weaving
- Knitting
- Bonding
- Carding
- Dying and finishing
- Coating
- Packaging

For each process the learner is involved in the following topics **could** be covered

- Description of process
- Products produced
- Customer specific requirements
- Qualities and attributes of processed/manufactured products
- Product specifications
- Production limitations e.g. capacity and lead times
- Production planning and control procedures
- Quality control procedures employed

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.

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

Any teaching activities need to relate to realistic work situations.

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

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

Methods Of Assessment

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

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.

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.

Textile Manufacturing Techniques

Unit Reference	T/600/2048
Level	2
Credit Value	6
Guided Learning Hours	50
Unit Summary	<p>This unit is for those learners who are involved in the textile manufacturing process. It aims to enable the learner to</p> <ul style="list-style-type: none"> • interpret specifications to produce a textile product • identify any textile manufacturing faults • work safely
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.4) <i>The learner can</i>
1. Know about potential hazards	1.1 Identify any potential health and safety hazards within their textile production process
2. Know how to interpret a specification to produce a textile product	<p>2.1 Describe the different types of manufacturing techniques used in their textile operations</p> <p>2.2 Interpret a specification to ensure work instructions are met, including</p> <ul style="list-style-type: none"> • Operational sequence/methodology • dimensions • product quality • tolerances • appearance

	<ul style="list-style-type: none"> • minimisation of waste <p>2.3 Identify their manufacturing technique(s) to produce a specific product</p> <p>2.4 Describe why it is important to follow specifications and the consequences of not doing so</p>
<p>3. Know about textile manufacture faults</p>	<p>3.1 Identify the reasons for potential textile manufacture faults with</p> <ul style="list-style-type: none"> • materials • equipment and tools • manual operations <p>3.2 Describe any actions that may be taken with textile manufacture faults</p> <ul style="list-style-type: none"> • materials • equipment and tools • manual operations
<p>4. Know how to maintain a safe working environment</p>	<p>4.1 Identify any hazardous substances which could be used in their textile manufacture</p> <p>4.2 Explain the safe disposal method and handling procedures for each hazardous substance which could be used in their textile manufacture</p> <p>4.3 Describe actions required to solve any problems in restoring their textile work environment</p> <p>4.4 Identify safe storage methods for materials, tools and equipment</p>
<p>Mapping to National Occupational Standards This unit is linked to Manufacturing Textile Products 2009 NOS Unit TEX1 and TEX 16</p>	

Key Skills Mapping

Level 2 Application of Number N2.1, N2.2, N1.3

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

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

Supporting Unit Information

T/600/2048 Textile manufacturing techniques – Level 2

Indicative Content

An indication of typical areas of learning includes the following

Learning Outcome 1. Know about potential hazards

- 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 and how to deal with them, including knowing who the nominated first aiders are
- Deal with loss of property

Learning Outcome 2. Know about the different processes of fabric production used in the textile industry

Areas covered would include processes learners are involved in as part of their **normal work activities**, depending on their part in the overall production process these **could** be

- Spinning
- Weaving
- Knitting
- Bonding
- Carding
- Dying and finishing
- Coating
- Packaging

For each process the learner works in the following topics **could** be covered

- Products produced
- Qualities and attributes of processed/manufactured products
- Product specifications, tolerances and performance
- Production limitations eg capacity, tolerances and lead times
- Quality assurance procedures and practices
- Common faults in materials, processes and products
- Waste products and their safe and environmental disposal
- Production planning and control procedures

Learning Outcome 3. Know about textile manufacture faults

Areas covered would include faults associated with processes learners are involved in as part of their **normal work activities**, depending on their part in the overall production process these **could** be

Areas covered **could** include faults associated with the processes they are involved in as part of their everyday work such as

- Spinning
- Weaving
- Knitting
- Bonding
- Carding
- Dying and finishing
- Coating
- Packaging

For each process the learner works in the following topics **could** be covered

- Materials, process and product specifications
- Common faults and irregularities in materials , processes and products
- Inspection and quality control procedures
- Which faults are correctable or require rejection
- Fault rectification procedures
- Fault reporting and recording procedures

Learning Outcome 4. Know how to maintain a safe working environment

Areas covered **could** include hazards and safety issues associated with the textile processes they are involved in as part of their everyday work such as

- 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
- Recording and reporting procedures

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.

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

Any teaching activities need to relate to realistic work situations.

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

Methods Of Assessment

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

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.

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.

Delivery Guidance

Indicative content and suggested teaching and learning strategies are provided in each unit template.

Resources

ABC expects that staff are 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.

ABC's quality assurance procedures will monitor the way in which a centre's resources support learners' achievements.

Assessment and Evidence

Each unit has individual assessment requirements detailed in the unit template.

- All evidence must be clearly signposted and made available for the external moderator upon request.
- All assessment evidence should be stored in a secure location until such time internal and external moderation is complete and the period for appeals has elapsed.
- All internal assessments must be accompanied by a signed Declaration of Authenticity (this document is available on the ABC web site).

Documentation to assist in the recording of internal assessment is available on the ABC web site.

ABC supports and encourages the use of electronic evidence creation and e-Portfolios. For further information please see ABC's eModeration - Guidance for ABC Centres or contact your ABC administrator.

If using an e-Portfolio (electronic portfolio) system centres must ensure that the requirements of the qualification are accurately represented within the chosen e-Portfolio, and that learner achievement is clearly identifiable.

Moderation

Centres must be aware of their responsibilities relating to assessment, internal and external moderation and must comply with ABC's policies and procedures which can be found on the ABC web site.

Documentation to assist in the recording of internal moderation is available on the ABC web site.

Internal Moderation

ABC requires centres to implement and evidence a programme of internal moderation to ensure that

- learners gain access to fair and reliable assessment opportunities
- internal assessment decisions of all assessors are sampled and monitored to ensure consistency
- assessors are supported with advice and guidance
- all work carried out is within agreed systems and procedures.

External Moderation

ABC will appoint, train and allocate External Moderators to

- consider samples of internally assessed work from each centre on ABC's behalf, usually once per academic year, to ensure that internal assessment decisions are fair, reliable, valid and consistent
- consider evidence of internal moderation
- establish goodwill and offer advice relating to the delivery and assessment of an ABC qualification
- select samples of learner evidence to be retained by ABC for quality assurance purposes.

ABC's policies and procedures are available on the ABC web site.

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

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

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

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

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

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

- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

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

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

Exemptions

There are no identified exemptions for these qualifications.

Equivalencies

There are no identified equivalencies for these qualifications.

Certification

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

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

Appendices

Glossary of Terms

GLH (Guided Learning Hours)

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

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

Examples of Guided Learning include:

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

TQT (Total Qualification Time)

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

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

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

Examples of unsupervised activities that could contribute to TQT include:

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

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