



Technical and Vocational Education and Training (TVET) Council



Occupational Standards of Competence

Manufacture Sewn Products

Level 2

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Qualification Overview

NVQB

in

Manufacture Sewn Products

Level 2

NVQB in Manufacture Sewn Products

Qualification Overview

The NVQB in Manufacture Sewn Products is designed to train providers and employers who provide a range of garment manufacturing services to domestic, commercial and industrial clients and customers. Employers can use this qualification to support employees in planning their careers and/or in the development of businesses to maintain suitable employment.

Employees at this level must have an understanding of the main functions in manufacturing sewn products, work with limited autonomy and some supervision. They must be able to work safely and efficiently and contribute to problem solving. They must also be capable of conducting self-assessments and understand the need for professional development.

Like all NVQs, this qualification is competence based. This means that it is linked to candidates' ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Who is this qualification for?

The qualification is intended for persons who may work in manufacturing sewn products such as uniforms, business and corporate wear. This qualification is for pattern cutters, sewing machinists, pressers, dressmakers and tailors. The qualification may be appropriate for persons already holding a relevant professional or vocational qualification in areas such as garment making, sewing principles, interior designing and fashion designing.

APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

MANUFACTURE SEWN PRODUCTS LEVEL 2

To achieve a full award, candidates must complete **all** ten (10) mandatory units.

Mandatory Units (All must be completed.)	<u>CODES</u>
1. Confirm product specifications and production requirements	U60202
1.1 Confirm product specifications	
1.2 Confirm product requirements	
1.3 Provide feedback	
2. Set up and operate industrial sewing machines	U60302
2.1 Set up industrial sewing machine	
2.2 Test industrial sewing machine	
2.3 Operate industrial sewing machine	
3. Cut materials	U60402
3.1 Prepare equipment and work area	
3.2 Mark out materials	
3.3 Cut materials	
4. Sew materials	U60502
4.1 Prepare for sewing	
4.2 Sew cut materials	
5. Hand press items	U60602
5.1 Select and prepare equipment	
5.2 Hand press items	
5.3 Monitor hand press items and process	
6. Dye materials and sewn products	U60702
6.1 Prepare for dyeing	
6.2 Dye materials and products	
6.3 Monitor dyeing process	

Mandatory Units (All must be completed.)	CODES
7. Print on materials and sewn products	U60802
7.1 Prepare for printing	
7.2 Print on materials and products	
7.3 Monitor printing process	
8. Monitor and maintain quality specifications	U60902
8.1 Inspect materials	
8.2 Set up and test equipment	
8.3 Identify process and quality problems	
9. Maintain a clean and safe work area	U61002
9.1 Keep work area clean and tidy	
9.2 Maintain tools and equipment	
9.3 Monitor health and safety compliance	
10. Manage professional development and working relationships	U61102
10.1 Evaluate requirements of work role	
10.2 Identify skill gaps	
10.3 Develop working relationships	
10.4 Monitor and maintain relationships	
10.5 Gather and provide feedback	

U60202

Confirm product specifications and production requirements

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to confirm product specifications and production requirements.

The sewn products may vary in the style and features of the product.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|---------------------------------|--|
| 1. | Confirm product specifications | <p>1.1 Work instructions are received and followed according to organizational procedures.</p> <p>1.2 Product specifications and sample are received from relevant persons.</p> <p>1.3 Quality and quantity of materials and components for product specifications are confirmed.</p> <p>1.4 Product sizes and measurements are checked, verified and documented according to organizational procedures.</p> <p>1.5 Special features and details of the product specifications are highlighted and noted.</p> <p>1.6 Handling instructions for materials are followed.</p> <p>1.7 Finishing requirements are listed and adhered to in accordance with organizational procedures.</p> |
| 2. | Confirm production requirements | <p>2.1 Work instructions are received and interpreted accurately.</p> <p>2.2 Production requirements are checked and confirmed.</p> |

- 2.3 Equipment and tools required are identified, serviced and prepared for use.
 - 2.4 Product parts and assembly sequence for products are confirmed with **relevant persons**.
 - 2.5 Appropriate **production methods** are selected and agreed with **relevant persons**.
 - 2.6 Listed quality measures for each production process are monitored and results recorded according to organizational procedures.
3. Provide feedback
- 3.1 Problems with **product specifications** and production requirements are identified and communicated to **relevant persons**.
 - 3.2 Problems are resolved by working with **relevant persons**.
 - 3.3 Appropriate records and documents are completed and **saved** according to organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Product Specifications:

- (i) Materials e.g. type of fabric (natural, synthetic), fabric features
- (ii) Measurements e.g. correct set of measurements
- (iii) Trimmings
- (iv) Finishings

Relevant Persons:

- (i) Supervisor/team leader
- (ii) Floor manager
- (iii) Quality officer

C. Production Requirements:

- (i) Equipment e.g. cutting equipment, sewing machinery
- (ii) Tools e.g. markers
- (iii) Materials
- (iv) Skills/manpower

D. Production Methods:

- (i) One-off
- (ii) Batch
- (iii) Mass

E. Saved:

- (i) Manually
- (ii) Electronically

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and interpret work instructions.
2. What are product specifications and how these should be interpreted.
3. How to determine the quality and quantity of materials needed for specifications.
4. How to interpret product sizes and measurements.
5. How to source and interpret fabric reports and results.
6. What are the handling instructions for different materials.
7. What are the production requirements.
8. What equipment and tools are required for production.
9. What is the assembly sequence for product specifications.
10. What are the appropriate production methods.
11. What are the quality measures for each production process.
12. How to assist with the resolution of problems of product specifications and requirements.
13. What are the reporting and documenting procedures for the organization.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U60302

Set up and operate industrial sewing machines

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to safely and efficiently operate industrial sewing machines.

It deals with the preparation and operation of sewing machines in accordance with manufacturers' instructions, occupational health and safety and environmental regulations.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|----------------------------------|--|
| 1. | Set up industrial sewing machine | <p>1.1 Work instructions and product specifications are obtained, discussed and confirmed with relevant persons.</p> <p>1.2 Appropriate machinery is selected to meet product specifications and production requirements.</p> <p>1.3 Machinery is set up, serviced and prepared for operation according to manufacturers' instructions, occupational health and safety regulations.</p> <p>1.4 Auxiliary equipment and tools are selected, prepared and used in keeping with manufacturers' instructions, occupational health and safety regulations.</p> <p>1.5 Bobbin is filled and appropriate needles threaded and installed in preparation for production.</p> <p>1.6 Materials are checked and positioned for operation.</p> |
| 2. | Test industrial sewing machine | <p>2.1 Machinery test settings are applied and machine operated according to manufacturer's instructions and work instructions received.</p> <p>2.2 Sample product is sewn.</p> |

- 2.3 Sample sewn product is examined to confirm product acceptability and identify sewing faults.
 - 2.4 Quality checks are conducted on the sample sewn product and out of specification results recorded and reported to **relevant persons**.
 - 2.5 Feedback from quality checks is used to make adjustments to machine settings and product specifications.
 - 2.6 Adjustments to machine settings are confirmed and recorded in keeping with organizational procedures.
 3. Operate industrial sewing machine
 - 3.1 Machine is rechecked and confirmed as operational.
 - 3.2 Test run is carried out and product examined.
 - 3.3 Sewing production is carried out according to production requirements in keeping with work instructions.
 - 3.4 Sewn products are labelled and correct **handling procedures** followed.
 - 3.5 Sewn products are stored in designated areas.

RANGE STATEMENT

All range statements must be assessed:

A. Relevant Persons:

- (i) Senior supervisor/team leader
- (ii) Floor manager
- (iii) Health and safety officer
- (iv) Quality officer

B. Machinery:

- (i) Manual e.g. hand operation (traditional flatbed)
- (ii) Manual e.g. treadle (foot) operation
- (iii) Electric motor e.g., lockstitch, overlock

C. Needles:

- (i) Material type e.g. lightweight fabric, heavyweight fabric, knit or woven fabric
- (ii) Thread type e.g. natural, synthetic, fibre content
- (iii) Stitch type e.g. overlock, embroidery

D. Handling Procedures:

- (i) Type of material
- (ii) Type of product

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to obtain and discuss work instructions with relevant persons.
2. How to select machinery to meet product specifications and production requirements.
3. What are the procedures for preparing and servicing machinery.
4. How to select auxiliary equipment and tools for use in production.
5. What are the procedures for filling bobbins and threading needles.
6. How to position materials for the sewing operation.
7. How to set the test settings on the machines.
8. How to sew and examine the sample product.
9. What quality checks are conducted and how to report results.
10. How to use feedback from quality checks to make adjustments.
11. What are the organizational procedures for confirming machinery is suitable for use.
12. What are the organizational recording procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U60402

Cut materials

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to cut materials for product components using manual, automatic and computer controlled cutting or laying-up machines.

These items may vary in style, size and fabric.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------|---|
| 1. Prepare equipment and work area | <ul style="list-style-type: none"> 1.1 Work instructions are interpreted accurately and work organized according to organizational procedures. 1.2 Difficulties in carrying out instructions are identified and reported promptly to relevant persons. 1.3 Equipment is set up and tested according to manufacturer's guidelines. 1.4 Faulty equipment and tools are identified and corrective actions taken within the limits of own authority. 1.5 Work area, equipment and tools are checked and confirmed free of contaminants. |
| 2. Mark out materials | <ul style="list-style-type: none"> 2.1 Materials, templates and lay plans of specifications are confirmed as suitable for use according to organizational procedures. 2.2 Unsuitable materials, templates and lay plans are identified and relevant, corrective actions taken. 2.3 Problems with marking out materials are identified and corrective measures taken. 2.4 Materials are handled according to industry standards and prepared for cutting without damage. |

- 2.5 Acceptable materials are positioned for cutting and unacceptable materials identified, labelled and reported to **relevant persons**.
 - 2.6 Pattern pieces, positions and sequence for marking are planned to minimize waste and material features.
 - 2.7 Marked pattern pieces are checked for conformance to quality specifications.
 - 2.8 Quantity of materials and acceptable limits are marked out using the appropriate marker equipment.
 - 2.9 Marked pattern pieces are checked for conformance to quality specifications.
3. Cut materials
- 3.1 Pattern pieces are cut to marked sizes and shapes within acceptable limits.
 - 3.2 Problems in cutting components are identified and dealt with according to organizational procedures.
 - 3.3 **Cutting equipment** and tools are used and maintained safely in keeping with manufacturers' instructions.
 - 3.4 Cut pattern pieces are labelled and stored in preparation for the next production phase.
 - 3.5 Remaining materials are labelled and stored in designated areas.
 - 3.6 Records and documents are completed and stored according to organizational procedures.
 - 3.7 Equipment and tools are stored safely in designated areas.
 - 3.8 **Waste** is handled and disposed of according to occupational health and safety regulations and organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Relevant Persons:

- (i) Team leader/supervisor
- (ii) Section manager/floor manager
- (iii) Quality assurance officer
- (iv) Health and safety officer

B. Handled:

- (i) Type of material
- (ii) Type of product

C. Cutting Equipment:

- (i) Manual e.g. scissors, pinking shears
- (ii) Mechanical e.g. portable straight knife cutting machine, band knife cutting machine, computerized auto cutting machine and table

D. Waste:

- (i) Physical
- (ii) Biological
- (iii) Chemical

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to use work instructions and organize work tasks.
2. What can prevent work instructions from being carried out and how to report these difficulties.
3. What are methods and procedures for setting up and testing equipment.
4. How to identify and report faults with equipment and tools.
5. What corrective measures can be taken within the limits of your own authority and how to refer measures outside of your limits of authority.
6. How to check that the work area is suitable for use.
7. What methods are used to confirm specifications.
8. How to handle and prepare materials without damaging them.
9. How to identify, label and position acceptable materials for cutting process.
10. How to identify, label and action unacceptable materials.
11. How to position, sequence and mark components to minimize wasting of fabric.
12. How to identify marking out problems and what are the means of correcting them.
13. What are the principles and methods of cutting fabrics.
14. How to identify and deal with problems in cutting.
15. What methods are used for cleaning, servicing and storing equipment after use.
16. How to label and store cut fabrics for further processing.
17. What are the organizational recording and reporting procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U60502

Sew materials

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to sew cut materials to meet customer specifications.

The materials may vary in style, fabric and make-up.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--------------------|-----|---|
| 1. | Prepare for sewing | 1.1 | Sample is received and evaluated according to organizational procedures. |
| | | 1.2 | Work is organized according to instructions received and in collaboration with relevant persons . |
| | | 1.3 | Patten pieces are identified that meet specifications and are free from defects and faults. |
| | | 1.4 | Patten pieces with deviations from specifications are identified, rectified and reported to relevant persons . |
| | | 1.5 | Sample sewing is conducted according to organizational procedures. |
| 2. | Sew cut materials | 2.1 | Cut items are sewed in the correct sequence and according to specifications. |
| | | 2.2 | Sewn products are examined to confirm conformance to requirements. |
| | | 2.3 | Sewn products are checked to verify that specifications for labels and trimmings are met. |
| | | 2.4 | Sewn products are checked and measurements compared against the specifications throughout the process. |

- 2.5 Deviations from the specification are documented according to workplace procedures.
- 2.6 Rejects are identified, labelled and placed in designated location.
- 2.7 Machines are operated according to manufacturers' guidelines and health and safety regulations.
- 2.8 **Tools and equipment** are checked and serviced in keeping with manufacturers' guidelines and records kept current.
- 2.9 Work area is kept clean and tidy according to housekeeping practices.
- 2.10 Records and documentation are accurately completed and appropriately **stored**.
- 2.11 Sewn products are prepared for transfer to next stage of process according to organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Relevant Persons:

- (i) Team leader or supervisor
- (ii) Section manager
- (iii) Quality assurance officer
- (iv) Health and safety officer

B. Tools and Equipment:

- (i) Sewing machines
- (ii) Cutting equipment e.g. manual, electronic

C. Stored

- (i) Manually
- (ii) Electronically

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to receive, read, interpret and use work instructions information detailed in specifications.
2. How to use information detailed in work instructions and specifications.
3. Why it is important to report and resolve any problems with instructions.
4. How to identify defects and faults in pattern pieces.
5. How to deal with deviations from specifications.
6. What are the reporting procedures (what is reported and to whom it is reported).
7. What are the quantity requirements for the specification.
8. When and why it is important to conduct test sewing.
9. What is the sequence for sewing pattern pieces and why it is important to follow the sequence.
10. How to confirm that sewn products conform to shape and size requirements.
11. How to check that specifications for labels and trimmings are met.
12. Why it is important to mark and separate rejects.
13. What are the operating procedures for machinery and why it is important to check machinery.
14. How to use tools and equipment.
15. What are the occupational health and safety regulations.
16. Why it is important to keep the workplace clean and tidy.
17. What are the organizational procedures for completing and storing records and documents.
18. What are the organizational procedures for transferring sewn products to the next stage of the manufacturing process.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U60602**Hand press items**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to hand press items to meet customer specifications. The hand press methods include using a dry or steam iron or vacuum buck.

The items are hand pressed to meet organizational standards for quality and production specifications.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|------------------------------|-----|---|
| 1. | Select and prepare equipment | 1.1 | Work is organized and prioritized according to instructions received. |
| | | 1.2 | Difficulties in carrying out instructions are identified and reported promptly to relevant persons . |
| | | 1.3 | Appropriate equipment and operational set points for temperature, time and pressure are selected. |
| | | 1.4 | Equipment and operating surfaces are checked to confirm they are clean and free of contamination. |
| | | 1.5 | Sample pressing is conducted to confirm that quality parameters for shine, stretch, shrinkage and fabric reaction are within agreed tolerances. |
| | | 1.6 | Equipment settings are adjusted to achieve required sewn product specifications. |
| 2. | Hand press items | 2.1 | Work is organized and prioritized to achieve an effective and efficient production schedule. |
| | | 2.2 | Specifications of items selected and prepared for pressing are confirmed according to work instructions. |

- 2.3 Material and other defects are identified and reported promptly to **relevant persons**.
 - 2.4 Items are pressed using **appropriate method**, sequence and time to achieve product specifications.
 - 2.5 Items are manipulated in order to achieve production specifications.
 - 2.6 Pressing equipment is operated according to manufacturer's guidelines and occupational health and safety regulations specific to the type of material.
3. Monitor hand press items and process
- 3.1 Recoverable faults within the capabilities of equipment are identified and rectified.
 - 3.2 Completed product is examined to confirm conformance to size and visual requirements.
 - 3.3 Quality of pressed items is checked to verify product specifications are met.
 - 3.4 Quantity of pressed items is tallied to confirm production targets are achieved.
 - 3.5 Pressed items and rejects are identified, labelled, sorted and placed in designated areas.
 - 3.6 Records and documentation are completed accurately and stored appropriately.
 - 3.7 Pressed products are protected and prepared for transfer to next stage of process according to organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Relevant Persons:

- (i) Team leader/supervisor
- (ii) Section manager
- (iii) Quality assurance officer
- (iv) Health and safety officer

B. Equipment:

- (i) Dry iron
- (ii) Steam iron
- (iii) Vacuum buck

C. Appropriate Method for Pressing:

- (i) Layout e.g. overboard, board placement
- (ii) Application of press

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to receive, read and interpret work instructions accurately.
2. How to use information detailed in work instructions and specifications.
3. What are the different types of pressing equipment and which equipment should be selected to achieve specified results.
4. What are the sources of equipment faults and how these can be identified.
5. How to rectify equipment faults.
6. What are the possible product faults and how these can be identified.
7. What are the corrective actions taken to rectify product faults.
8. What are the pressing characteristics of differing materials.
9. When and why it is important to carry out temperature, pressure and steam tests.
10. How to manually manipulate product materials to achieve the specified requirements.
11. Why it is important to operate equipment according to the manufacturer's guidelines and health and safety regulations.
12. How to rectify minor faults.
13. Why it is important to check products against the specifications.
14. Why it is necessary to label and separate final products.
15. What are the organizational procedures for completing and storing records and documents.
16. Why pressed items should be protected.
17. What are the organizational procedures for transferring pressed products to the next stage of the manufacturing process.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

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- Written evidence
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- Professional discussion

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(3) Context of Assessment

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The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U60702

Dye materials and sewn products

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to dye materials and sewn products. The dyeing of materials and sewn products is to meet given customer specifications using appropriate equipment and tools.

The materials and sewn products may vary in features and style.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------------|---|
| 1. Prepare for dyeing | <ul style="list-style-type: none"> 1.1 Work instructions, job sheets, materials and products are obtained and confirmed for dyeing procedure. 1.2 Resources needed for the dyeing process are identified and availability confirmed according to organizational procedures. 1.3 Customers' requirements are reviewed and signed off with relevant persons. 1.4 Faults and problems with resources are identified and reported to relevant persons. 1.5 Equipment, tools and materials are prepared and handled according to health and safety regulations and manufacturers' instructions. 1.6 Work area is checked and confirmed suitable for use and free of hazards and obstructions. |
| 2. Dye materials and products | <ul style="list-style-type: none"> 2.1 Resources are positioned for use according to process requirements. 2.2 Equipment and tools for dyeing are checked and prepared for use in the dyeing process. 2.3 Start-up checks and tests are carried out, problems and faults detected are resolved within the limits of own authority or are reported to relevant persons. |

- 2.4 Materials and products are dyed using appropriate **dyeing techniques**, equipment and tools.
 - 2.5 Dyeing process is completed within agreed timelines.
 - 2.6 Equipment and tools are cleaned, serviced and stored after use in accordance with manufacturers' instructions and health and safety regulations.
 - 2.7 **Waste** is handled and disposed of safely and according to environmental, health and safety regulations.
3. Monitor dyeing process
- 3.1 Quality control checks are carried out throughout dyeing process and results recorded according to organizational procedures.
 - 3.2 Inspected dyed materials and products that are not acceptable are reported to **relevant persons** and corrective measures taken.
 - 3.3 Dyed materials and products are checked to confirm job requirements are met.
 - 3.4 Dyed materials and products are sorted, labelled and stored in designated areas.
 - 3.5 Records and documents are completed according to organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Resources:

- (i) Equipment and tools
- (ii) Chemicals
- (iii) Manpower
- (iv) Material types e.g. natural fabrics, synthetic fabrics

B. Relevant Persons:

- (i) Team leader/supervisor
- (ii) Section manager/floor manager
- (iii) Quality control officer
- (iv) Health and safety officer

C. Dyeing Techniques:

- (i) Manual e.g. application by hand
- (ii) Mechanical e.g. rotary machines, static machines, drum and paddle dryer

D. Waste:

- (i) Chemical
- (ii) Biological
- (iii) Physical

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to use work instructions and job sheets to confirm products and specifications for the dyeing process.
2. What resources are needed and their availability for dyeing process.
3. How to identify and report problems and faults with resources.
4. What are the methods and procedures for preparing and handling equipment, tools and materials.
5. How to check that the work area is suitable for use.
6. What start-up checks and tests are conducted at the beginning of the dyeing process.
7. How to select and use appropriate equipment, tools and techniques for dyeing process.
8. What are the principles and methods of the dyeing process.
9. Why it is important to use materials in the correct sequence.
10. What are the methods for cleaning, servicing and storing equipment and tools after use.
11. How to handle and dispose of waste.
12. How to handle and dispose of chemicals in keeping with environmental best practices.
13. What quality checks are carried out during the dyeing process.
14. How to identify and confirm dyed products that are acceptable and how to deal with unacceptable products.
15. What are the organizational recording and reporting procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U60802**Print on materials and sewn products**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to print on materials and sewn products. The printing on materials and sewn products is to meet given customer specifications using appropriate equipment and tools.

The materials and sewn products may vary in features and style.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------------|---|
| 1. Prepare for printing | <ul style="list-style-type: none"> 1.1 Work instruction, job sheets, materials, products and specifications are obtained and confirmed for printing. 1.2 Resources needed for the printing process are identified and availability confirmed according to organizational procedures. 1.3 Customers' requirements are reviewed and signed off with relevant persons. 1.4 Faults and problems with resources are identified and reported to relevant persons. 1.5 Equipment, tools and materials are prepared and handled according to health and safety regulations and manufacturers' instructions. 1.6 Work area is checked and confirmed suitable for use and free of hazards and obstructions. |
| 2. Print on materials and products | <ul style="list-style-type: none"> 2.1 Resources are positioned for use according to process requirements. 2.2 Equipment and tools for printing are checked and prepared for use in the printing process. 2.3 Start-up checks and tests are carried out and problems and faults detected resolved within the limits of own authority and with relevant persons. |

- 2.4 Materials and products are printed using appropriate **printing techniques**, equipment and tools.
 - 2.5 Printing process is completed within agreed timelines.
 - 2.6 Equipment and tools are cleaned, serviced and stored after use in accordance with manufacturers' instructions and health and safety regulations.
 - 2.7 **Waste** is handled and disposed of safely and according to environmental, health and safety regulations
3. Monitor printing process
- 3.1 Quality checks are carried out throughout printing process and results recorded according to organizational procedures.
 - 3.2 Printed materials and products inspected that are not acceptable are reported to **relevant persons** and corrective measures taken.
 - 3.3 Printed materials and products are checked to confirm customer requirements are met.
 - 3.4 Printed materials and products are sorted, labelled and stored in designated areas.
 - 3.5 Records and documents are completed according to the **recording procedures** of the organization.

RANGE STATEMENT

All range statements must be assessed:

A. Resources:

- (i) Equipment and tools
- (ii) Chemicals
- (iii) Manpower
- (iv) Fabric types

B. Relevant Persons:

- (i) Team leader/supervisor
- (ii) Section manager/floor manager
- (iii) Quality control officer
- (iv) Health and safety officer

C. Printing Techniques:

- (i) Manual e.g. sublimation/heat transfer, block printing
- (ii) Mechanical e.g. digital printing, rotary screen printing, engraved roller printing

D. Waste:

- (i) Chemical
- (ii) Biological
- (iii) Physical

E. Recording Procedures:

- (i) Manual e.g. hardcopies
- (ii) Digital e.g. computer files

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to use work instructions and job sheets to confirm products and specifications for the printing process.
2. What resources are needed and their availability for the printing process.
3. How to identify and report problems and faults with resources.
4. What are the methods and procedures for preparing and handling equipment, tools and materials.
5. How to select and use appropriate equipment, tools and techniques for the printing process.
6. How to check that the work area is suitable for use.
7. What start-up checks and tests are conducted at the beginning of the printing process.
8. What are the principles and methods of the printing process.
9. Why it is important to use materials in the correct sequence.
10. What are the methods for cleaning, servicing and storing equipment and tools after use.
11. How to handle and dispose of waste.
12. What quality checks are carried out during the printing process.
13. How to identify and confirm printed products that are acceptable and how to deal with unacceptable products.
14. What are the recording and reporting methods for the organization.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U60902

Monitor and maintain quality specifications

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to monitor the quality of production activities and product specifications.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------------|--|
| 1. Inspect materials | <ul style="list-style-type: none"> 1.1 Product specification documents are obtained and interpreted according to organizational procedures. 1.2 Materials and component parts required for the specification are checked and confirmed. 1.3 Materials and component parts are inspected according to quality criteria and any materials and parts that do not meet criteria identified and documented. 1.4 Materials and component parts that do not meet specifications are labelled, handled and stored in designated locations. 1.5 Materials and component parts that do not meet specifications are replaced according to organizational procedures. |
| 2. Set up and test equipment | <ul style="list-style-type: none"> 2.1 Equipment and tools for production are identified and selected to meet product specifications. 2.2 Equipment and tools are set up and tested according to manufacturers' instructions and in keeping with occupational health and safety regulations. 2.3 Sample run is conducted using equipment and tools. |

- 2.4 Sample run and product are evaluated and results recorded.
- 3. Identify process and quality problems
 - 3.1 **Faults and problems** in equipment and tools are identified and reported to **relevant persons** and corrective actions taken.
 - 3.2 Quality criteria for product specification and production are detailed and communicated clearly to all team members.
 - 3.3 Quality checks are conducted within agreed time schedule using the approved method and the results recorded.
 - 3.4 Finished products are examined and quality problems identified and recorded according to organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Product Specification:

- (i) Materials
- (ii) Measurements
- (iii) Trimmings
- (iv) Finishing

B. Quality Criteria:

- (i) Colour consistency
- (ii) Materials consistency (for direction and nap)
- (iii) Compatibility of fabric with product specification

C. Relevant Persons:

- (i) Senior supervisor/team leader
- (ii) Floor manager
- (iii) Quality officer

D. Faults and Problems with Equipment:

- (i) Machine not sewing
- (ii) Breaking needles
- (iii) Skipping stitches
- (iv) Seams not interlocked
- (v) Threads tangling/breaking

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to interpret work instructions and product specification documents.
2. How to confirm materials and component parts for product specification.
3. What are the quality criteria for products and processes.
4. How to evaluate materials and component parts against quality criteria.
5. How and why it is important to identify, label and store materials and component parts that do not meet specifications.
6. What are the designated locations for storing materials and component parts that do not meet specifications.
7. What are the effects of washing and pressing on different fabrics and garments.
8. How to set up equipment and tools for production.
9. How to evaluate the sample run and product against quality criteria.
10. How to identify production equipment faults and problems.
11. How to work with relevant persons to resolve problems.
12. What are quality checks and how and when they are conducted.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U61002

Maintain a clean and safe work area

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to maintain a clean and safe work area. This is an essential function within any organization and a culture of good housekeeping practices and proper maintenance of equipment and tools is encouraged.

Candidates are provided with training and monitoring for compliance with health and safety regulations.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|-------------------------------|--|
| 1. | Keep work area clean and tidy | 1.1 Work area is kept clean and free from waste and obstructions. |
| | | 1.2 Waste is handled and disposed safely and according to best industry practices. |
| | | 1.3 Cleaning is carried out in accordance with procedures of organization. |
| | | 1.4 Appropriate cleaning equipment and methods are used to clean the work area. |
| | | 1.5 Cleaning equipment is sanitized after use and stored in a safe and secure manner. |
| 2. | Maintain tools and equipment | 2.1 Tools and equipment are checked and serviced in accordance with manufacturers' guidelines and accurate records kept up to date. |
| | | 2.2 Faults and problems with tools and equipment are identified and reported according to organizational procedures. |
| | | 2.3 Corrective measures are identified and implemented by relevant persons within the limits of own authority. |
| | | 2.4 Tools and equipment are stored safely and according to manufacturers' recommendations and organizational |

guidelines.

3. Monitor health and safety compliance

3.1 Occupational health and safety policies and procedures which meet international regulatory requirements and obligations are developed and documented.

3.2 Individuals are provided with health and safety refresher training routinely to maintain currency with regulations.

Individuals are provided with **personal protective equipment (PPE)** for work role and trained in their correct use.

3.3 Individuals are monitored to confirm adherence to health and safety requirements.

3.4 Workplace is routinely assessed for hazards and risks and corrective measures implemented.

RANGE STATEMENT

All range statements must be assessed:

A. Waste:

- (i) Physical
- (ii) Biological
- (iii) Chemical

B. Tools and Equipment:

- (i) Manual e.g. scissors, pinking shears, pattern notcher, serrated tracing wheel
- (ii) Mechanical e.g. rotary cutter, sewing machine

C. Personal Protective Equipment (PPE):

- (i) Head protection e.g. eye shields, hair nets, ear plugs
- (ii) Body protection e.g. safety coats/jackets, overalls
- (iii) Footwear e.g. safety shoes, shoe covers

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What personal protective equipment is required for work role and how to use it correctly.
2. What methods are used for monitoring compliance with standards and how to action non-compliance.
3. Which cleaning equipment and methods are used within work area.
4. How to safely clean and store equipment.
5. What are the disposal methods for various types of waste.
6. What are the procedures for dealing with various types of waste.
7. What are the manufacturers' guidelines for servicing and maintaining equipment and tools.
8. How to identify faults and problems with tools and to whom these should be reported.
9. What are the health and safety requirements of the organization.
10. How to identify corrective measures which are within the limits of own authority.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U61102

Manage professional development and working relationships

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to achieve work objectives and manage professional development.

It also deals with the knowledge, skills and attitudes needed to develop and maintain productive working relationships as a critical part of the team leader and supervisory role.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---------------------------------------|---|
| 1. Evaluate requirements of work role | <p>1.1 Current and future requirements of the work role to satisfy the vision and objectives of the organization are identified, documented and evaluated routinely.</p> <p>1.2 Personal work objectives are discussed and agreed with relevant persons according to organizational procedures.</p> <p>1.3 Performance assessment measures and timelines are confirmed with relevant persons.</p> <p>1.4 Performance measures are recorded and reported in keeping with organizational guidelines.</p> |
| 2. Identify skill gaps | <p>2.1 Gaps between current and future requirements of the work role for knowledge, skills and attitudes are identified.</p> <p>2.2 Developmental plan to address identified gaps is discussed and agreed with relevant persons.</p> <p>2.3 Realistic, achievable targets for development are agreed.</p> <p>2.4 Agreement is sought for the time and support needed to achieve targets for developmental activities.</p> |

- 2.5 Personal work objectives and developmental plan are reviewed and updated according to workplace policies.
- 3. Develop working relationships
 - 3.1 **Colleagues** and **customers'** interests, needs and expectations are recognized and acknowledged.
 - 3.2 Roles, responsibilities, limits of authority of **colleagues** and **customers** are recognized and respected.
 - 3.3 Working relationships are established with **colleagues** and **customers**.
 - 3.4 **Colleagues** and **customers** are provided with relevant information.
 - 3.5 **Colleagues** and **customers** are consulted and key decisions, priorities and concerns clearly communicated.
- 4. Monitor and maintain relationships
 - 4.1 Agreements made with **colleagues** and **customers** are fulfilled and documented according to organizational procedures.
 - 4.2 **Colleagues** and **customers** are advised promptly of difficulties in fulfilling agreements.
 - 4.3 Conflicts and disagreements are identified and corrective action(s) taken to minimize damage to work activities and working relationships.
 - 4.4 Effectiveness of working relationships with **colleagues** and **customers** is reviewed and areas for improvement identified and implemented.
- 5. Gather and provide feedback
 - 5.1 Feedback from **colleagues** and **relevant persons** is obtained.
 - 5.2 Recommendations and suggestions from feedback are incorporated into developmental plan.
 - 5.3 Feedback is provided to **colleagues** and **customers**.

RANGE STATEMENT

All range statements must be assessed:

A. Requirements of Work Role:

- (i) Skills/competencies
- (ii) Knowledge
- (iii) Attitudes/worker behaviours

B Relevant persons:

- (i) Manager
- (ii) Human resources officer

C. Support:

- (i) Coaching/mentoring
- (ii) Academic training
- (iii) Special needs

D. Customers:

- (i) Internal
- (ii) External

E. Colleagues:

- (i) Team members
- (ii) Senior supervisors

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the requirements of your work role and how to identify gaps.
2. What are the vision and objectives of the organization.
3. How to discuss and agree personal objectives with senior personnel.
4. What assessment methods can be used to evaluate job performance.
5. What are the organizational procedures for recording and reporting performance assessment measures.
6. How to create a developmental plan to address gaps in skill requirements.
7. How to set and agree realistic targets for developmental activities with relevant persons.
8. How feedback and recommendations can be used to inform developmental plans.
9. How to identify the needs and expectations of colleagues and customers.
10. What principles and methods are used to establish working relationships.
11. How to communicate effectively with colleagues and customers.
12. How to communicate about difficulties in fulfilling agreements.
13. What methods can be used to resolve conflicts and disagreements with minimum disruption of workplace.
14. How to measure the effectiveness of working relationships.
15. How to provide relevant information, gather and give feedback to colleagues and customers.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment Methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally predetermined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding, and the ability to react appropriately in contingency situations.

Element

An element is a description of an action, behaviour or outcome which a candidate should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff (Level 1) through to senior management (Level 5).

Level

2

Glossary of Terms

Level 1 – Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months, evolving into more autonomy with time.

Level 2 – Skilled Occupations

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and the guidance of others may be required.

Level 3 – Technician and Supervisory Occupations

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The candidate is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. It requires substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations

Recognizes the ability to exercise personal, professional responsibility for the design, development or improvement of a product, process, system or service. It also recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contributions to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure the consistent quality of assessment and competence. He/she needs to be competent to assess to national standards in the area under assessment.

Level

2

Glossary of Terms

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the candidate can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector covered by the NVQ.

NVQ Coordinator

This is the contact person within each approved Centre offering NVQs who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what would be expected in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidelines of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Level

2

Glossary of Terms

Range Statements

The range puts the element of competence into context. The range describes the range of situations to which an element and its performance criteria should be applied.

Range statements are prescriptive; therefore, each category must be assessed.

Role Plays

Role plays are simulations where the candidate is asked to act out a situation in the way he/she considers 'real' people would behave. By using role-play situations to assess a candidate, Assessors are able to collect evidence and make a judgement about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous, for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help him/her judge how a candidate is **most likely** to perform in a real-life situation.

Supplementary Evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements and simulation (see note in glossary).

Underpinning Knowledge

Underpinning knowledge indicates what knowledge is **essential** for a candidate to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more than one activity which forms a significant part of a candidate's work. Units are accredited separately but, in combination, can make up a vocational qualification. There are two (2) categories of units:

Level

2

Glossary of Terms

Mandatory Units: These are core to a qualification and must to be completed.

Optional Units: Most qualifications require the completion of one or more optional units to achieve the qualification. Candidates must choose the required number of individual units specified in the qualification structure.

Work-based Projects

Work-based projects are a useful way for the candidate to collect evidence to support any decision made about his/her performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).