

# apprenticeship FRAMEWORK

## Fashion and Textiles (Wales)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

### Latest framework version?

For any previous versions of this framework: [www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)

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# Fashion and Textiles (Wales)

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# Framework information

## Information on the Issuing Authority for this framework:

[UK Fashion & Textile Association ]

[The Apprenticeship sector for occupations in fashion and textiles (including apparel, footwear, leather production, textiles, textile care services and saddlery).]

Issue number: [5]	<b>This framework includes:</b>
Framework ID: [FR04151]	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: [31/12/2019]	<b>This framework is for use in: Wales</b>

## Short description

[The Fashion and Textiles framework has three sub-sector endorsed pathways to meet the needs of the diverse sector in Wales:

- Textiles;
- Apparel;
- Tailoring.

The key technical skills and knowledge covered by this framework are in short supply. A survey of fashion and textiles businesses in Wales carried out in 2008 found strong evidence of shortages of potential recruits in the occupational areas addressed by the framework.

]

# Contact information

## Proposer of this framework

[This framework is published by the UK Fashion & Textile Association (UKFT) on a non-statutory basis prior to the designation of Issuing Authorities for Wales. The Fashion and Textiles framework has been developed over the past two years with new qualifications that address the skills shortages that the diverse sector experiences. The framework has been developed with various key stakeholders but at the heart of development were employers. This framework has been developed by employers for employers and the framework will address the current skills gaps and shortages.

UKFT has ensured that all components included in the framework meet both employer and SASW requirements.]

## Developer of this framework

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Organisation Type: [Other]

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## Issuing Authority's contact details

Issued by: [UK Fashion & Textile Association]

Issuer contact name: [Adam Mansell]

Issuer contact phone: [020 7843 9460]

Issuer Email: [Adam.mansell@ukft.org]

## Contact Details

Who is making this revision [John West]

Your organisation [UK Fashion & Textile Association (UKFT)]

Your email address: [John.west@ukft.org]

# Revising a framework

## Why this framework is being revised

[The responsibility of the framework transferring from Creative Skillset to the **UK Fashion & Textile Association (UKFT)**.]

## Summary of changes made to this framework

- [General review of the framework undertaken. Contact details of Creative Skillset removed and replaced with UKFT details.
- Removal of the Dry Cleaning, Laundry and Textile Care Services pathways at Level 2. The knowledge qualification offered by both PAA\VQ-SET and Pearson now withdrawn.
- Pearson Textiles competence qualifications removed at both levels as requested by the Awarding Organisation.
- Progression sections at Level 3 updated with the inclusion of details of the Level 4 Fashion and Textiles: Technical Higher Apprenticeship in Wales.]

## Qualifications removed

### Level 2

- Edexcel Level 2 NVQ Certificate in Manufacturing Textile Products (QCF) - 600/4136/5
- PAA\VQ-SET Level 2 NVQ Certificate in Dry Cleaning Operations (QCF) - 500/8037/4
- Edexcel Level 2 NVQ Certificate in Dry Cleaning Operations (QCF) - 600/3896/2
- PAA\VQ-SET Level 2 Certificate In Laundry and Dry Cleaning Technology (QCF) - 600/0112/4
- Edexcel BTEC Level 2 Certificate in Laundry and Dry Cleaning Technology (QCF) - 600/2949/3
- PAA\VQ-SET Level 2 NVQ Certificate in Laundry Operations (QCF) - 500/8038/6
- Edexcel Level 2 NVQ Certificate in Laundry Operations (QCF) - 600/2946/8
- PAA\VQ-SET Level 2 NVQ Certificate in Textile Care Services (QCF) - 500/8052/0
- Edexcel Level 2 NVQ Certificate in Textile Care Services (QCF) - 600/3897/4

### Level 3

- Edexcel Level 3 NVQ Diploma in Manufacturing Textile Products (QCF) - 600/4102/X

## Qualifications added

[N/A]

## Qualifications that have been extended

[N/A]

# Purpose of this framework

## Summary of the purpose of the framework

The fashion and textiles sector covers the fashion and textiles supply chain, from the processing of raw materials to product manufacture, to wholesale and trading activities and extending to the after sales servicing of products.

It is estimated that the sector in Wales employs just under 10,000 people across almost 3,000 enterprises with an emphasis on textile and clothing manufacturing and dry cleaning activities. The sector is notable for the large number of micro and SME employers that operate within the sector.

As with the wider UK, the fashion and textiles sector in Wales has undergone much change in recent years. The continued globalisation of the sector has brought with it opportunities for firms to outsource and off shore manufacturing operations. Along with competition from low cost countries, this has meant a large scale decline in the numbers employed within fashion and textiles manufacturing, although recent data suggests much of this change has now occurred and there are many drivers of change that could play out positively for the sector.

Recent changes in the trading environment has meant businesses' are now adapting their strategies to find their niche within this hugely competitive environment. Given these changes, fashion and textiles businesses are now increasingly reliant upon the following activities:

- New product development;
- Brand creation and development;
- The international marketing of branded products;
- The application of new technologies in all areas of the business, including design, production and supply chain management;
- Communications and sales;
- Creative design;
- Diversification e.g. entry of traditional textile companies into technical markets;
- Quick response capability and service performance;
- Low-cost, small scale manufacturing of high added value and difficult to make products.

However, these strategies depend on employers having people with the required skills to ensure they can be implemented successfully. Whilst the fashion and textiles sector reports fewer vacancies and a settled workforce, problems ensue as employers are finding it difficult to find staff with the required skills when recruiting.

The 2008 Fashion and Textiles employer survey reported that 61% of employers in Wales felt they would struggle to fill positions if vacancies arose due to the shortage of skills available to them. These issues are especially pertinent as employers are increasingly reliant on an ageing workforce with tacit skills learnt through experience. This creates a problem concerning the replacement of people approaching retirement and succession planning for the future with 53% of employers in Wales citing the recruitment and retention of able young people as a major

priority for them, a finding backed up by our on-going industry consultations.

In view of the significant level of employment in the fashion and textiles supply chain and the extent of skills needs, we believe there is significant unmet demand for Apprenticeships and UKFT seeks to tap into this as the Fashion and Textiles Apprenticeship framework addresses the skills shortages and required activities outlined above.]

## **Aims and objectives of this framework (Wales)**

[Aims and objectives for this framework:

- to improve the perception of the sector to young people and parents;
- assist sector employers to address an ageing workforce;
- provide an entry route for underrepresented groups;
- allow employers to add value to their organisations by bringing in new expertise, techniques and technologies;
- provide a stream of motivated employees equipped with the creative and business skills required for the future;
- equip new entrants with the transferable soft and technical skills to undertake more varied, and converging, job roles;
- provide flexible routes into a wide variety of job roles in the industry, and into higher level training and education.

UKFT will carry out ongoing monitoring and evaluation to assess the extent to which this framework meets the above objectives. As and when required, UKFT will update the content of the framework to respond to the fast-moving changes within the fashion and textiles industries.]

# Entry conditions for this framework

The fundamental entry condition is the employer's and training provider's confidence in the candidate's ability to thrive and achieve their potential within the Fashion and Textiles Apprenticeship framework. Employers are encouraged to get involved in the recruitment and selection stages, to ensure they get to know the apprentices before their employment. The demonstration of relevant, transferable prior learning will form an important part of any employer's apprentice selection process.

Apprenticeship applicants are welcomed from a range of diverse backgrounds and it is anticipated that they may have a range of differing experiences, achievements and/or qualifications. Candidates without prior qualifications may be able to demonstrate the prior skills and knowledge they have developed as a result of relevant employment or voluntary activities. However, there is no specific qualifying period set as an entry condition.

New entrants in the fashion and textiles sector must have an understanding and appreciation of different technologies, alongside general knowledge and 'soft' skills, including the capacity to work efficiently and in teams. Employers are looking for work-ready individuals who are hard working, have the right attitude, strong communication skills and a good understanding of what it takes to work their way up in their chosen pathway.

Career success in the fashion and textiles sector requires a strong passion for the subject area. Candidates wishing to take up this framework will have demonstrated to the provider/employer:

- evidence of prior experience relevant to their proposed field of study; **OR**
- the ability to study at Level 2 or Level 3, as appropriate; **OR**
- agreed support from an employer or mentor with a demonstration of the candidate's commitment to learn (by evidencing progression to date or providing an agreed training plan)

These types of evidence are highly valued by employers who will want to gain an understanding of the apprentice's talent and aptitude. It is important that initial assessments are used effectively to attract and retain apprentices who are committed to working in the fashion and textiles sector but who may not hold formal qualifications.

## ***Prior experience for entry onto the framework***

There are no specific qualification requirements for entry onto the Fashion and Textiles (Wales) framework, but examples of qualifications that may provide a useful grounding have been identified. For further details of these qualifications please see the progression section for the appropriate pathway.

**Non-accredited prior learning** related to the fashion and textile industry may provide useful progression routes into the framework as it will demonstrate an interest in the area e.g.



voluntary or unpaid employment in a fashion and textiles role, and relevant training in areas such as designing, costing or creating a fashion and textiles related product.

It is important that training providers identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate choice of qualification units or adjustment that will allow them to demonstrate attainment.

Processes exist to ensure that candidates with prior knowledge, qualifications and experience are not disadvantaged by having to repeat their learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience.

If candidates already have one of the knowledge qualifications listed in the framework (at the appropriate level), before starting on their Apprenticeship, they do not have to retake the qualification, providing they have achieved this within the last two years of starting the Apprenticeship. If candidates have already achieved the competence qualification before starting the Apprenticeship, they do not have to retake the qualification, providing it was achieved within the last two years of starting the Apprenticeship. These restrictions have been applied due to the fast moving nature of technology within the sector.

### ***Essential Skills Wales***

Providers please note that a Key Skill Award at the same level can be accepted as the equivalent ESW achievement for certification.]

# Level 2

Title for this framework at level 2

## Foundation Apprenticeship in Fashion and Textiles

Pathways for the framework at level 2:

Pathway 1: Textiles

Pathway 2: Apparel

# Level 2, Pathway 1: Textiles

## Description of this pathway

Foundation Apprenticeship in Fashion and Textiles (**Textiles**)

Total minimum credit value for this pathway is **59** credits:

- Competence Qualification - 27 Credits;
- Knowledge Qualification - 20 Credits;
- ESW Communication and Application of Number - 12 Credits.]

## Entry requirements for this pathway in addition to the framework entry requirements

[There are no additional requirements other than the general entry conditions.]

Job title(s)	Job role(s)
Textile Operative	Textile Operatives undertake many different tasks in the production of textile materials. Many textile machines are now automated, therefore a key aspect of a textile operative's job is to maintain the supply of fabric and materials into machines and ensure the processes are running smoothly.
Quality Control Inspector	A Quality Control Inspector is responsible for checking the quality of products within a production run, often making checks at a variety of stages through the process.
Sewing Machinist	Sewing Machinists stitch sections of material together to make a variety of fabric products, ranging from soft furnishings to industrial products.
Linker	A Linker assembles quality knitted garments using either a point to point or random linking machine in the construction of knitting or hosiery products.
Knitter	Knitting Operatives or Knitters are responsible for working the machines that turn natural or man-made yarns into fabrics or garments. There are many different types of knitting machines, which can be operated by hand or by using a computerised system.
Product Tester	It is important that all manufactured products meet British and European standards and are fit for purpose. They must therefore be tested thoroughly throughout the manufacturing process. This is the responsibility of a Product Tester.

# Qualifications

## Competence qualifications available to this pathway

C1 – Level 2 Certificate in Manufacturing Textile Products (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/0173/0	ABC Awards	27	180	N/A

## Knowledge qualifications available to this pathway

K1 – Level 2 Certificate in Apparel, Footwear, Leather or Textile Production					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/6576/2	ABC Awards	20	180	N/A

K2 – Level 2 Certificate in Apparel, Footwear, Leather or Textile Production					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/4313/1	Pearson Education Ltd	20	180	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

The Knowledge qualification (K1/K2) provides the underpinning knowledge and understanding for the Competence qualification (C1).

The Knowledge qualification covers several sub-sectors and the mandatory units are designed to be contextualised for the chosen sub-sector pathway. For the textiles sector there are a further two units that are unique to that sub-sector pathway.

Within the Knowledge qualification the endorsed units for the Textiles pathway **MUST** be delivered to support the Competence qualification as the other endorsed pathway units will not be compatible.

### **Textiles pathway**

- **Introduction and History of the** Apparel, Footwear, Leather or **Textiles Industry** [D/600/1718];
- Understanding Health and Safety and associated Employer Rights and Responsibilities within the Apparel, Footwear, Leather or **Textile Industry** [K/600/1723];
- **Developing Working Relationships within the** Apparel, Footwear, Leather or **Textile Industry** [T/600/1725];
- **Maintain Quality Standards in** Apparel, Footwear, Leather or **Textile Production** [F/600/1727];
- Materials and processes used in the Manufacture of Textile Products [M/600/2047];
- Textile manufacturing techniques [T/600/2048].

The units are based on National Occupational Standards in Manufacturing Textile Products 2009/2010. Further units will be developed in the future, to reflect the needs of the industry. ]

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**     **NO**

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required: [Enter alternative grade/level requirements and reasons here.]

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**     **NO**

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required: [Enter alternative grade/level requirements and reasons here.]

## Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?    **YES**     **NO**

# Progression routes into and from this pathway

## ***Prior study/qualifications for entry into the Foundation Apprenticeship in Fashion and Textiles (Textiles pathway)***

There are no specific qualification requirements for entry into the Foundation Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding include:

- Welsh Baccalaureate qualifications;
- Wider Key Skills;
- Essential Skills Wales;
- Provision within the Quality Assured Lifelong Learning Pillar of the CQFW;
- Level 2 Work-based Learning Pathway in Fashion;
- GCSE in Design and Technology: Textiles Technology;
- Principal Learning (Creative and Media);
- Principal Learning (Manufacturing and Product Design).

Qualifications at level 1 and level 2 are encouraged routes for progression, especially those which incorporate textile related skills development, these could include:

- ABC Awards Level 1/2 Fashion and Textiles portfolio;
- NOCN Level 1 Making it in Fashion;
- NOCN Level 2 Skills for the Fashion Industry;
- Pearson Level 1/2 Textiles qualifications;
- NCFE Level 1/2 Creative Craft qualifications;
- City and Guilds Level 1/2 Creative Techniques suite (Textiles).

## ***Progression from the Foundation Apprenticeship in Fashion and Textiles (Textiles pathway)***

Progression can be directed to:

- Welsh Baccalaureate qualifications;
- Level 3 Work-based Learning Pathway in Fashion;
- Level 3 NVQ Diploma Manufacturing Textile Products (ABC);
- Principal Learning (Manufacturing and Product Design);
- Level 3 Apprenticeship in Fashion and Textiles (Textiles).

Qualifications at level 3 are encouraged routes for progression, especially those which incorporate textile related skills development, these could include:

- ABC Awards Level 3 Fashion and Textiles portfolio;
- NOCN Level 3 Employment in the Fashion Industry;
- Pearson Level 3 Textiles qualifications;



- NCFE Level 3 Creative Craft qualifications;
- City and Guilds Level 3 Creative Techniques suite (Textiles).

**Please note** - the above list is not exhaustive or prescriptive and other qualifications or work-based learning can aid as progression.

**Non-accredited prior learning** related to the fashion and textile industry may provide useful progression routes into the framework as it will demonstrate an interest in the area e.g. voluntary or unpaid employment in a fashion and textiles role, and relevant training in areas such as designing, costing or creating a fashion and textiles related product.

#### ***Further work-based learning***

- Relevant Trade Associations and Professional Bodies sector specific training.

#### ***Continuous Professional Development (CPD) within job role attained***

- Employment in the sector - for specific job roles please see the Level 3 Apprenticeship in Fashion and Textiles (Textiles pathway).

For wider Fashion & Textiles employment and training information please visit [www.ukft.org/](http://www.ukft.org/) or e-mail [apprenticeships@ukft.org](mailto:apprenticeships@ukft.org)

]

#### **UCAS points for this pathway:**

[N/A]

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES**  **NO**

## Delivery and assessment

All ERR outcomes must be delivered and assessed at relevant points on- and off-the-job, in an approach agreed between the employer, apprentice and training provider.

Underpinning knowledge for ERR is addressed in the Knowledge qualification (K1/K2) for this pathway through a dedicated mandatory unit that also addresses Health and Safety:

- Unit Title -Understanding Health and Safety and associated Employer Rights and Responsibilities within the Apparel, Footwear, Leather or Textile Industry (3 Credits, 30GLH);
- Unit number - K/600/1723.

Relevant ERR outcomes should be delivered and assessed during induction programmes, organised by the provider and employer, and be specific to the occupational area and jobrole e.g. 'Can describe and work within their organisation's principles and codes of conduct.' Other outcomes may be delivered and assessed within the workplace at a later point, once the apprentice has a better understanding of the environment e.g. 'Recognises and can form a view on issues of public concern that affect their organisation and industry'.

## Evidence

ERR must be included in the induction process and at relevant times in the programme as knowledge gained during induction can be used as evidence for the 'Employment Rights and Responsibilities' requirements of this framework. ERR must be completed by the end of the apprenticeship period and training providers will be required to submit proof of the achieved Knowledge qualification (K1/K2) in order to:

- evidence completion of ERR;
- claim Apprenticeship certification (from a certifying authority).

For further detail on the signposting and documentation for ERR, please email [apprenticeships@ukft.org](mailto:apprenticeships@ukft.org)

# Level 2, Pathway 2: Apparel

## Description of this pathway

Foundation Apprenticeship in Fashion and Textiles (**Apparel**)

Total minimum credit value for this pathway is **50** credits:

- Competence Qualification - 18 Credits;
- Knowledge Qualification - 20 Credits;
- ESW Communication and Application of Number - 12 Credits.

## Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Cloth Cutter	Cloth Cutters lay out and cut materials to form components for the manufacture of sewn products, addressing manual, machine and computer aided operations.
Sewing Machinist	Sewing Machinists stitch sections of material together to make a variety of fabric products, ranging from clothing to soft furnishings.
Tape Sealer	Tape Sealers prepare machinery and equipment to seal products using a manually controlled tape sealing machine to produce either clothing or related items.
Hand Presser	Hand Pressers prepare the material for pressing, hand press garments using dry iron, steam iron and vacuum buck pressing methods.
Quality Control Inspector	A Quality Control Inspector is responsible for checking the quality of products within a production run, often making checks at a variety of stages through the process.
Clothing Presser	Clothing Pressers use scissor presses, professional ironing tables and formers to shape garments and remove creases. They typically work for clothing manufacturers or dry cleaning companies.
Dressmaker	Dressmakers produce made-to-measure clothing, such as dresses, skirts and trousers for their customers. They may run small, independent businesses, specialising in a particular type of clothing, such as bridal wear.
Clothing Sewing Machinist	Clothing Sewing Machinists are responsible for stitching together fabric pattern pieces to make garments and soft furnishings. They use many different types of sewing machines, including computerised equipment.

# Qualifications

## Competence qualifications available to this pathway

C1 – Level 2 Certificate in Manufacturing Sewn Products (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/5962/2	ABC Awards	18	110	N/A

  

C2 – Level 2 NVQ Certificate in Manufacturing Sewn Products					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	600/4135/3	Pearson Education Ltd	18	110	N/A

## Knowledge qualifications available to this pathway

K1 – Level 2 Certificate in Apparel, Footwear, Leather or Textile Production					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/6576/2	ABC Awards	20	180	N/A

  

K2 – Level 2 Certificate in Apparel, Footwear, Leather or Textile Production					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/4313/1	Pearson Education Ltd	20	180	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

The Knowledge qualification (K1/K2) provides the underpinning knowledge and understanding for the Competence qualification (C1/C2).

The Knowledge qualification covers several sub-sectors and the mandatory units are designed to be contextualised for the chosen sub-sector pathway. For the apparel sector there are a further three units that are unique to that sub-sector pathway.

Within the Knowledge qualification the endorsed units for the Apparel pathway **MUST** be delivered to support the Competence qualification as the other endorsed pathway units will not be compatible.

### ***Apparel pathway***

- **Introduction and History of the Apparel, Footwear, Leather or Textiles Industry** [D/600/1718];
- **Understanding Health and Safety and associated Employer Rights and Responsibilities within the Apparel, Footwear, Leather or Textile Industry** [K/600/1723];
- **Developing Working Relationships within the Apparel, Footwear, Leather or Textile Industry** [T/600/1725];
- **Maintain Quality Standards in Apparel, Footwear, Leather or Textile Production** [F/600/1727];
- Apparel Manufacturing Techniques - The Production Process [J/600/1728];
- Apparel Manufacturing Techniques - Sewing and Making-Up Operations [L/600/1729];
- Materials Used in Manufacture of Apparel [L/600/1732].

The units are based on National Occupational Standards for Manufacturing Sewn Products 2008/2009 and Apparel Manufacturing Technology 2008. Further units will be developed in the future, to reflect the needs of the industry.

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**        **NO**   

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required: Enter alternative grade/level requirements and reasons here.

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**        **NO**   

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required: Enter alternative grade/level requirements and reasons here.

## Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?    **YES**        **NO**

# Progression routes into and from this pathway

## *Prior study/qualifications for entry into the Foundation Apprenticeship in Fashion and Textiles (Apparel pathway)*

There are no specific qualification requirements for entry into the Foundation Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding include:

- Welsh Baccalaureate qualifications;
- Wider Key Skills;
- Essential Skills Wales;
- Provision within the Quality Assured Lifelong Learning Pillar of the CQFW;
- Level 2 Work-based Learning Pathway in Fashion;
- GCSE in Design and Technology: Textiles Technology;
- Principal Learning (Manufacturing and Product Design).

Qualifications at level 1 and level 2 are encouraged routes for progression, especially those which incorporate textile related skills development, these could include:

- ABC Awards Level 1/2 Fashion and Textiles portfolio;
- NOCN Level 1 Making it in Fashion;
- NOCN Level 2 Skills for the Fashion Industry;
- Pearson Level 1/2 Textiles qualifications;
- NCFE Level 1/2 Creative Craft qualifications;
- City and Guilds Level 1/2 Creative Techniques suite (Textiles) or (Fashion).

**Please note** - the above list is not exhaustive or prescriptive and other qualifications or work-based learning can aid as progression.

**Non-accredited prior learning** related to the fashion and textile industry may provide useful progression routes into the framework as it will demonstrate an interest in the area e.g. voluntary or unpaid employment in a fashion and textiles role, and relevant training in areas such as designing, costing or creating a fashion and textiles related product.

### ***Further work-based learning***

- Relevant Trade Associations and Professional Bodies sector specific training.

### ***Continuous Professional Development (CPD) within job role attained***

- Employment in the sector - for specific job roles please see the Level 3 Apprenticeship in Fashion and Textiles (Apparel pathway) or (Tailoring pathway)

For wider Fashion & Textiles employment and training information please visit [www.ukft.org/](http://www.ukft.org/) or e-mail [apprenticeships@ukft.org](mailto:apprenticeships@ukft.org)

## **UCAS points for this pathway:**

N/A



# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES**  **NO**

## Delivery and assessment

All ERR outcomes must be delivered and assessed at relevant points on- and off-the-job, in an approach agreed between the employer, apprentice and training provider.

Underpinning knowledge for ERR is addressed in the Knowledge qualification (K1/K2) for this pathway through a dedicated mandatory unit that also addresses Health and Safety:

- Unit Title -Understanding Health and Safety and associated Employer Rights and Responsibilities within the Apparel, Footwear, Leather or Textile Industry (3 Credits, 30GLH);
- Unit number - K/600/1723.

Relevant ERR outcomes should be delivered and assessed during induction programmes, organised by the provider and employer, and be specific to the occupational area and job role e.g. 'Can describe and work within their organisation's principles and codes of conduct.' Other outcomes may be delivered and assessed within the workplace at a later point, once the apprentice has a better understanding of the environment e.g. 'Recognises and can form a view on issues of public concern that affect their organisation and industry'.

## Evidence

ERR must be included in the induction process and at relevant times in the programme as knowledge gained during induction can be used as evidence for the 'Employment Rights and Responsibilities' requirements of this framework. ERR must be completed by the end of the apprenticeship period and training providers will be required to submit proof of the achieved Knowledge qualification (K1/K2) in order to:

- evidence completion of ERR;
- claim Apprenticeship certification (from a certifying authority).

For further detail on the signposting and documentation for ERR, please email [apprenticeships@ukft.org](mailto:apprenticeships@ukft.org)

# Level 3

Title for this framework at level Choose an item.

## Apprenticeship in Fashion and Textiles

Pathways for the framework at level 3:

- Pathway 1: Textiles
- Pathway 2: Apparel
- Pathway 3: Tailoring

# Level 3, Pathway 1: Textiles

## Description of this pathway

Apprenticeship in Fashion and Textiles (**Textiles**)

Total minimum credit value for this pathway is **86** credits:

- Competence Qualification - 37 Credits;
- Knowledge Qualification - 37 Credits;
- ESW Communication and Application of Number - 12 Credits.

## Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Textiles Team Leader / Supervisor	A Textiles Team Leader / Supervisor will require extensive knowledge of production processes to produce Textiles products. They will also be responsible for the performance of a team on a daily basis.
Textile Dyeing Technician	Textile Dyeing Technicians mix and apply the dyes that colour natural and synthetic fibres, yarns and fabrics. They may also be involved in printing, bleaching, waterproofing and applying other finishes to textiles. Often the dyeing process is computer controlled.
Textile Technologist	Textile Technologists are interested in the scientific make-up of fibres, yarns and materials. They may work in production engineering, management, sourcing or quality control. They may also have responsibility for solving manufacturing and production problems.
Analytical Textile Technologist	Analytical Textile Technologists are responsible for solving questions relating to textile manufacture. Technologists of this type are required in many different areas of technical textiles, for example in the medical, automotive or performance wear industries.
Knitting Technician	Knitting Technicians operate the machines that knot the yarns into fabric or garments during the production process. They ensure the production process runs uninterrupted and they are responsible for the basic maintenance of the machines.
Quality Supervisor (Spinning Mill)	The Quality Supervisor in a spinning mill is responsible for ensuring that all the quality procedures are followed throughout the production process.
Textile Colour Technologist	Textile Colour Technologists are employed by large manufacturers of fibres, wools, yarns and textiles to make colorants (dyes and pigments) for their products.
Textile Designer	Textile Designers create fabric designs and patterns for woven, knitted and printed materials, which can be used for clothing and interior furnishings. These designs usually feature repeating patterns.
Textile Machinery Technician	Textile Machinery Technicians are responsible for the up-keep and maintenance of all machinery and equipment used in textile factories. They may choose to specialise in one particular area, such as fibre preparation, spinning, winding, weaving, knitting or a finishing process.

# Qualifications

## Competence qualifications available to this pathway

C1 – Level 3 NVQ Diploma in Manufacturing Textile Products					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0257/8	ABC Awards	37	220	N/A

## Knowledge qualifications available to this pathway

K1 – Level 3 Diploma in Textile Design and Manufacture					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0088/0	ABC Awards	37	280	N/A

K2 – Level 3 Diploma in Textile Design and Manufacture					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/4323/4	Pearson Education Ltd	37	280	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

The Knowledge qualification (K1/K2) provides the underpinning knowledge and understanding for the Competence qualification (C1).

The Knowledge qualification covers several specialist areas and the mandatory units are designed to be either an overview or to be contextualised for the chosen specialist area. There are further optional units where specific specialist units can be taken dependent on the job role of the candidate and to support the Competence qualification (C1).

### ***Textiles pathway optional units***

- Fibre and yarn processing [H/502/2267];
- Weft knitting [M/502/2269];
- Warp knitting and lace [H/502/2270];
- Weaving [K/502/2271];
- Narrow fabric manufacture [M/502/2272];
- Carpet manufacturing processes [A/502/2274];
- Non woven fabric manufacture [F/502/2275];
- Textiles dyeing and printing [J/502/2276];
- Textile finishing [R/502/2278];
- Knitted fabric design [Y/502/2279];
- Woven fabric design [R/502/2281];
- Knitwear and hosiery design and make-up [Y/502/2282];
- Textile testing [D/502/2283];
- Managing own working relationships within textile production [M/502/6399];
- Leading teams within textile technologies [A/502/2291];
- Planning for textile production [F/502/2292];
- Aspects of design within the textile industry [Y/502/6400];
- Professional practice / preparation for employment within the textile industry [D/502/6401];
- Buying including import/export within the textile industry [H/502/6400];
- Manage information for action within the textile industry [K/502/6403].

The units are based on National Occupational Standards for Manufacturing Textile Products 2010. Further units will be developed in the future, to reflect the needs of the industry.

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**        **NO**   

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required: Enter alternative grade/level requirements and reasons here.

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**        **NO**   

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required: Enter alternative grade/level requirements and reasons here.

## Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?    **YES**        **NO**

# Progression routes into and from this pathway

## ***Prior study/qualifications for entry into the Level 3 Apprenticeship in Fashion and Textiles (Textiles pathway)***

There are no specific qualification requirements for entry into the Level 3 Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding include:

- Welsh Baccalaureate qualifications;
- Wider Key Skills;
- Essential Skills Wales;
- Provision within the Quality Assured Lifelong Learning Pillar of the CQFW;
- Level 2 Work-based Learning Pathway in Fashion;
- GCSE in Design and Technology: Textiles Technology;
- Principal Learning (Manufacturing and Product Design).

Qualifications at level 2 are encouraged routes for progression, especially those which incorporate textile related skills development, these could include:

- ABC Awards Level 2 Fashion and Textiles portfolio;
- NOCN Level 2 Skills for the Fashion Industry;
- Pearson Level 2 Textiles qualifications;
- NCFE Level 2 Creative Craft qualifications;
- City and Guilds Level 2 Creative Techniques suite (Textiles).

### ***Work-based Learning***

- Level 2 NVQ in Manufacturing Textile Products (ABC);
- City and Guilds Level 2 Award in Manufacturing Textiles;
- Level 2 Certificate in Apparel, Footwear, Leather or Textile Production (ABC/Pearson);
- Foundation Apprenticeship in Fashion and Textiles (Textiles).

**Please note** - the above list is not exhaustive or prescriptive and other qualifications or work-based learning can aid as entry.

**Non-accredited prior learning** related to the fashion and textile industry may provide useful progression routes into the framework as it will demonstrate an interest in the area e.g. voluntary or unpaid employment in a fashion and textiles role, and relevant training in areas such as designing, costing or creating a fashion and textiles related product.

## ***Progression from the Level 3 Apprenticeship in Fashion and Textiles (Textiles pathway)***

The apprentice will be able to progress to the Level 4 Higher Apprenticeship in Fashion and Textiles: Technical (Wales) framework. This framework has two initial pathways:

### ***Pathway 1 - Technical Textiles***

This pathway looks to equip sector employers with the skills required within technical markets, the production of technical textiles and textiles which are created specifically for their performance rather than their aesthetic appearance. Such industries and activities which rely



on nanotechnology, electronic or other innovations, include the manufacture of protective clothing for emergency services, the development of products and garments for medical services ranging from medical splints and bandages to surgical tools, and the inclusion of carbon fibre for aircraft frames.

### ***Pathway 2 - Product Development and Sourcing***

One of the strategies adopted by firms is to place emphasis on 'innovative product development and balanced sourcing', where a core component of the manufacturing process remains in the UK whilst outsourcing other elements to developing countries which have competitive price advantages as a result of relatively low labour costs. These combined factors mean that successful balanced sourcing strategies require creative design skills and commercial acumen, supported by flexible and efficient production practices, effective communications and marketing within the supply chain and efficient logistics operations. Recent surveys and consultation with employers and industry have revealed that industry currently has great demand for these skills to ensure product development and balanced sourcing strategies can be effectively implemented.

### ***Continuous Professional Development (CPD) within job role attained***

Examples of career development into higher level job roles from the Level 4 Higher Apprenticeship in Fashion and Textiles: Technical (Wales) framework could be:

- Fabric Technologist;
- Fibre Technologist;
- Textile Technical Designer;
- Textile Quality Controller;
- Senior Testing Technologist;
- Technical Textile Researcher;
- Knitwear Designer;
- Technical Manager (Production);
- Research and Development Manager (Textiles and Apparel goods);
- New Product Development Manager.

The apprentice will also be able to progress to employment, self-employment, or to more skilled activity within the industry

### ***Further work-based learning***

- Relevant Trade Associations and Professional Bodies sector specific training

### ***Higher Education progression***

Progression from the Level 3 Apprenticeship in Fashion and Textiles should be articulated to relevant Level 4 programmes of learning. Apprentices can progress to higher or professional levels such as Foundation Degrees, Higher National Diplomas/Certificates, BA Honours Degrees and related professional courses. Examples of progression could be in:

- Textile Design;
- Textile Product Technologies;
- Interior Textiles;
- Fashion Textiles Design;
- Fashion Design;
- Clothing Design.

Progression arrangements into Higher Education, formal and informal, should be explored and supported, as this will help strengthen local partnerships and support progression opportunities through the range of vocational and academic provision. For details on Higher Education courses in textiles related subjects, please see the UCAS website [www.ucas.ac.uk](http://www.ucas.ac.uk)

For wider Fashion & Textiles employment and training information please visit [www.ukft.org/](http://www.ukft.org/) or e-mail [apprenticeships@ukft.org](mailto:apprenticeships@ukft.org)

**UCAS points for this pathway:**

N/A

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES**  **NO**

## Delivery and assessment

All ERR outcomes must be delivered and assessed at relevant points on- and off-the-job, in an approach agreed between the employer, apprentice and training provider.

Underpinning knowledge for ERR is addressed in the Knowledge qualification (K1/K2) for this pathway through a dedicated mandatory unit that also addresses Health and Safety:

- Unit Title - Managing health and safety and employment rights and responsibilities within the textile industry (7 Credits, 40GLH);
- Unit number - H/502/6299.

Relevant ERR outcomes should be delivered and assessed during induction programmes, organised by the provider and employer, and be specific to the occupational area and job role e.g. 'Can describe and work within their organisation's principles and codes of conduct.' Other outcomes may be delivered and assessed within the workplace at a later point, once the apprentice has a better understanding of the environment e.g. 'Recognises and can form a view on issues of public concern that affect their organisation and industry'.

## Evidence

ERR must be included in the induction process and at relevant times in the programme as knowledge gained during induction can be used as evidence for the 'Employment Rights and Responsibilities' requirements of this framework. ERR must be completed by the end of the apprenticeship period and training providers will be required to submit proof of the achieved Knowledge qualification (K1/K2) in order to:

- evidence completion of ERR;
- claim Apprenticeship certification (from a certifying authority).

For further detail on the signposting and documentation for ERR, please email [apprenticeships@ukft.org](mailto:apprenticeships@ukft.org)

# Level 3, Pathway 2: Apparel

## Description of this pathway

Apprenticeship in Fashion and Textiles (**Apparel**)

Total minimum credit value for this pathway is **90** credits:

- Competence Qualification - 33 Credits;
- Knowledge Qualification - 45 Credits;
- ESW Communication and Application of Number - 12 Credits.

## Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Apparel Team Leader / Supervisor	An Apparel Team Leader / Supervisor will require extensive knowledge of production processes to produce Apparel products. They will also be responsible for the performance of a team on a daily basis.
Dressmaker	Dressmakers produce made-to-measure clothing, such as dresses, skirts and trousers for their customers. They may run small, independent businesses, specialising in a particular type of clothing, such as bridal wear.
Bespoke Pattern Cutter (Manual / CAD)	Responsibilities as the Production Pattern Cutter but working on bespoke (Made to Measure) products.
Garment Technologist	Garment Technologists support the design and buying team through all stages of garment product development, from design to manufacture. Garment technologists can be employed by manufacturers or large, high-street retailers.
Production Pattern Cutter (Manual / CAD)	A Pattern Cutter is responsible for turning a designer's sketch into a working pattern, which can be used when constructing the garment.
Sample Machinist	Sample Machinists are a key part of the clothing design team. They work closely with designers, garment technologists and pattern cutters to create the first made-up sample of a garment design.
Clothing Alteration Hand	Clothing Alteration Hands modify and repair items of clothing. They may use hand or machine sewing techniques and will have expert knowledge of garment construction.
Pattern Grader (Manual / CAD)	A Pattern Grader takes a pattern, which has been made by a Pattern Cutter, and produces scaled-up and scaled-down versions to enable manufacturers to reproduce the same garment in different sizes.

# Qualifications

## Competence qualifications available to this pathway

C1 – Level 3 Certificate in Apparel Manufacturing Technology (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/5454/5	ABC Awards	33	200	N/A

  

C2 – Level 3 NVQ Certificate in Apparel Manufacturing Technology					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	600/4138/9	Pearson Education Ltd	33	200	N/A

## Knowledge qualifications available to this pathway

K1 – Level 3 Diploma in Apparel, Footwear or Leather Production					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	501/0088/9	ABC Awards	45	270	N/A

  

K2 – Level 3 Diploma in Apparel, Footwear or Leather Production					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/4140/7	Pearson Education Ltd	45	270	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

The Knowledge qualification (K1/K2) provides the underpinning knowledge and understanding for the Competence qualification (C1/C2).

The Knowledge qualification covers several sub-sectors and three of the mandatory units are designed to be contextualised for the chosen sub-sector pathway. For the apparel sector there

are a further three units that are unique to that sub-sector pathway. Within the Knowledge qualification the endorsed units for the Apparel pathway **MUST** be delivered to support the Competence qualification as the other endorsed pathway units will not be compatible.

### ***Apparel pathway***

#### Mandatory Units

- **Managing health and safety and employment rights and responsibilities within the apparel, footwear or leather industry** [J/601/7833];
- **Managing quality standards within apparel, footwear or leather production** [Y/601/7836]; **Managing own working relationships within the apparel, footwear or leather production** [H/601/7838];
- Manufacturing techniques within apparel production [M/601/7843];
- Materials used in the manufacture of apparel [D/601/7854].

#### Optional Units (1 unit to be taken)

- **Production management within the apparel, footwear or leather industry** [Y/601/7853]; **Aspects of design within the apparel, footwear or leather industry** [K/601/7856]; **Professional practice / preparation for employment within the apparel, footwear or leather industry** [M/601/7857];
- **Managing customer relations within the apparel, footwear or leather industry** [T/601/7858]; **Buying (import/export) within the apparel, footwear or leather industry** [A/601/7859]; **Supervisory management – team leadership within the apparel, footwear or leather industry** [M/601/7860];
- **Manage information for action within the apparel, footwear or leather industry** [T/601/7861].

The units are based on National Occupational Standards for Apparel Manufacturing Technology 2008/2010. Further units will be developed in the future, to reflect the needs of the industry.

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?** YES  NO

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required: Enter alternative grade/level requirements and reasons here.

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?** YES  NO

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required: Enter alternative grade/level requirements and reasons here.

## Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? YES  NO



# Progression routes into and from this pathway

## ***Prior study/qualifications for entry into the Level 3 Apprenticeship in Fashion and Textiles (Apparel pathway)***

There are no specific qualification requirements for entry into the Level 3 Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding include:

- Welsh Baccalaureate qualifications;
- Wider Key Skills;
- Essential Skills Wales;
- Provision within the Quality Assured Lifelong Learning Pillar of the CQFW;
- Level 2 Work-based Learning Pathway in Fashion;
- GCSE in Design and Technology: Textiles Technology;
- Principal Learning (Manufacturing and Product Design).

Qualifications at level 2 are encouraged routes for progression, especially those which incorporate textile related skills development, these could include:

- ABC Awards Level 2 Fashion and Textiles portfolio
- NOCN Level 2 Skills for the Fashion Industry
- Pearson Level 2 Fashion / Textiles qualifications
- NCFE Level 2 Creative Craft qualifications
- City and Guilds Level 2 Creative Techniques suite (Textiles) or (Fashion)

## ***Work-based Learning***

- Level 2 NVQ in Manufacturing Sewn Products (ABC/Pearson)
- Level 2 Certificate in Apparel, Footwear, Leather or Textile Production (ABC/Pearson)
- Foundation Apprenticeship in Fashion and Textiles (Apparel)

**Please note** - the above list is not exhaustive or prescriptive and other qualifications or work-based learning can aid as entry.

**Non-accredited prior learning** related to the fashion and textile industry may provide useful progression routes into the framework as it will demonstrate an interest in the area e.g. voluntary or unpaid employment in a fashion and textiles role, and relevant training in areas such as designing, costing or creating a fashion and textiles related product.

## ***Progression from the Level 3 Apprenticeship in Fashion and Textiles (Apparel pathway)***

The apprentice will be able to progress to the Level 4 Higher Apprenticeship in Fashion and Textiles: Technical (Wales) framework. This framework has two initial pathways:

### ***Pathway 1 - Technical Textiles***

This pathway looks to equip sector employers with the skills required within technical markets, the production of technical textiles and textiles which are created specifically for their

performance rather than their aesthetic appearance. Such industries and activities which rely on nanotechnology, electronic or other innovations, include the manufacture of protective clothing for emergency services, the development of products and garments for medical services ranging from medical splints and bandages to surgical tools, and the inclusion of carbon fibre for aircraft frames.

### ***Pathway 2 - Product Development and Sourcing***

One of the strategies adopted by firms is to place emphasis on 'innovative product development and balanced sourcing', where a core component of the manufacturing process remains in the UK whilst outsourcing other elements to developing countries which have competitive price advantages as a result of relatively low labour costs. These combined factors mean that successful balanced sourcing strategies require creative design skills and commercial acumen, supported by flexible and efficient production practices, effective communications and marketing within the supply chain and efficient logistics operations. Recent surveys and consultation with employers and industry have revealed that industry currently has great demand for these skills to ensure product development and balanced sourcing strategies can be effectively implemented.

### ***Continuous Professional Development (CPD) within job role attained***

Examples of career development into higher level job roles from the Level 4 Higher Apprenticeship in Fashion and Textiles: Technical (Wales) framework could be:

- Technical Manager (Production);
- New Product Development Manager;
- Design Room Manager;
- Research and Development Manager (Textiles and Apparel goods);
- Project Scientist;
- Quality Manager;
- Textile Designer;
- Fashion Designer;
- Lingerie/Swimwear Designer;
- Procurement Manager (Apparel and Textiles Goods);
- Textile Quality Controller;
- Logistics Manager (Textile Finished Goods);
- Marketing Manager (Apparel and Textile Goods).

The apprentice will also be able to progress to employment, self-employment, or to more skilled activity within the industry.

### ***Further work-based learning***

- Relevant Trade Associations and Professional Bodies sector specific training

### ***Higher Education progression***

Progression from the Level 3 Apprenticeship in Fashion and Textiles should be articulated to relevant Level 4 programmes of learning. Apprentices can progress to higher or professional levels such as Foundation Degrees, Higher National Diplomas/Certificates, BA Honours Degrees and related professional courses. Examples of progression could be in:

- Fashion Textile Design;
- Textile Product Technologies;
- Clothing Engineering;
- Fashion Design Management;
- Fashion Design;
- Fashion Knitwear Design.

Progression arrangements into Higher Education, formal and informal, should be explored and supported, as this will help strengthen local partnerships and support progression opportunities through the range of vocational and academic provision. For details on Higher Education courses in apparel related subjects, please see the UCAS website [www.ucas.ac.uk](http://www.ucas.ac.uk)

For wider Fashion & Textiles employment and training information please visit [www.ukft.org/](http://www.ukft.org/) or e-mail [apprenticeships@ukft.org](mailto:apprenticeships@ukft.org)

### **UCAS points for this pathway:**

N/A

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES**  **NO**

## Delivery and assessment

All ERR outcomes must be delivered and assessed at relevant points on- and off-the-job, in an approach agreed between the employer, apprentice and training provider.

Underpinning knowledge for ERR is addressed in the Knowledge qualification (K1/K2) for this pathway through a dedicated mandatory unit that also addresses Health and Safety:

- Unit Title - Managing Health and Safety and Employer Rights and Responsibilities within the Apparel, Footwear or Leather Industry (7 Credits, 40GLH);
- Unit number - J/601/7833.

Relevant ERR outcomes should be delivered and assessed during induction programmes, organised by the provider and employer, and be specific to the occupational area and job role e.g. 'Can describe and work within their organisation's principles and codes of conduct.' Other outcomes may be delivered and assessed within the workplace at a later point, once the apprentice has a better understanding of the environment e.g. 'Recognises and can form a view on issues of public concern that affect their organisation and industry'.

## *Evidence*

ERR must be included in the induction process and at relevant times in the programme as knowledge gained during induction can be used as evidence for the 'Employment Rights and Responsibilities' requirements of this framework. ERR must be completed by the end of the apprenticeship period and training providers will be required to submit proof of the achieved Knowledge qualification (K1/K2) in order to:

- evidence completion of ERR;
- claim Apprenticeship certification (from a certifying authority).

For further detail on the signposting and documentation for ERR, please email [apprenticeships@ukft.org](mailto:apprenticeships@ukft.org)

# Level 3, Pathway 3: Tailoring

## Description of this pathway

Apprenticeship in Fashion and Textiles (**Tailoring**)

Total minimum credit value for this pathway is **94** credits:

- Competence Qualification - 37 Credits;
- Knowledge Qualification - 45 Credits;
- ESW Communication and Application of Number - 12 Credits.

## Entry requirements for this pathway in addition to the framework entry requirements

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Tailoring Team Leader / Supervisor	A Tailoring Team Leader / Supervisor will require extensive knowledge of production processes to produce Tailoring products. They will also be responsible for the performance of a team on a daily basis.
Tailoring Technical Salesperson	The role of a Technical Salesperson combines the skills of a Tailor, the knowledge and understanding of material and design, and the ability to sell to customers.
Handcraft Tailor	Handcraft Tailors produce bespoke (custom-made) suits, jackets and coats for men and women. They may create the entire garment or work in a team, where each person has their own specialism.

# Qualifications

## Competence qualifications available to this pathway

C1 – Level 3 Diploma in Bespoke Cutting and Tailoring (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/8986/9	ABC Awards	37	180	N/A

## Knowledge qualifications available to this pathway

K1 – Level 3 Diploma in Apparel, Footwear or Leather Production					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	501/0088/9	ABC Awards	45	270	N/A

K2 – Level 3 Diploma in Apparel, Footwear or Leather Production					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/4140/7	Pearson Education Ltd	45	270	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

The Knowledge qualification (K1/K2) provides the underpinning knowledge and understanding for the Level 3 Diploma in Bespoke Cutting and Tailoring (NVQ) (500/8986/9) which is the Competence qualification (C1).

The Knowledge qualification covers several sub-sectors and three of the mandatory units are designed to be contextualised for the chosen sub-sector pathway. For the tailoring sector there are a further three units that are unique to that sub-sector pathway.

Within the Knowledge qualification the endorsed units for the Tailoring pathway **MUST** be delivered to support the Competence qualification as the other endorsed pathway units will not be compatible.

### ***Tailoring pathway***

#### **Mandatory Units**

- **Managing health and safety and employment rights and responsibilities within the apparel, footwear or leather industry** [J/601/7833];
- **Managing quality standards within apparel, footwear or leather production** [Y/601/7836]; **Managing own working relationships within the apparel, footwear or leather production** [H/601/7838];
- Garment production – tailored garments [A/601/7862];
- Garment cutting - tailored garments [F/601/7863].

#### ***Optional Units (1 unit to be taken)***

- **Production management within the apparel, footwear or leather industry** [Y/601/7853]; **Aspects of design within the apparel, footwear or leather industry** [K/601/7856]; **Professional practice / preparation for employment within the apparel, footwear or leather industry** [M/601/7857];
- **Managing customer relations within the apparel, footwear or leather industry** [T/601/7858]; **Buying (import/export) within the apparel, footwear or leather industry** [A/601/7859]; **Supervisory management – team leadership within the apparel, footwear or leather industry** [M/601/7860];
- **Manage information for action within the apparel, footwear or leather industry** [T/601/7861].

The units are based on National Occupational Standards for Bespoke Cutting and Tailoring 2007 and Apparel Manufacturing Technology 2010. Further units will be developed in the future, to reflect the needs of the industry.



# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**        **NO**   

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required: Enter alternative grade/level requirements and reasons here.

## Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**        **NO**   

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required: Enter alternative grade/level requirements and reasons here.

## Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?    **YES**        **NO**

# Progression routes into and from this pathway

## ***Prior study/qualifications for entry into the Level 3 Apprenticeship in Fashion and Textiles (Tailoring pathway)***

There are no specific qualification requirements for entry into the Level 3 Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding include:

- Welsh Baccalaureate qualifications;
- Wider Key Skills;
- Essential Skills Wales;
- Provision within the Quality Assured Lifelong Learning Pillar of the CQFW;
- Level 2 Work-based Learning Pathway in Fashion;
- GCSE in Design and Technology: Textiles Technology;
- Principal Learning (Manufacturing and Product Design).

Qualifications at level 2 are encouraged routes for progression, especially those which incorporate textile related skills development, these could include:

- ABC Awards Level 2 Fashion and Textiles portfolio;
- NOCN Level 2 Skills for the Fashion Industry;
- Pearson Level 2 Fashion / Textiles qualifications;
- NCFE Level 2 Creative Craft qualifications;
- City and Guilds Level 2 Creative Techniques suite (Textiles) or (Fashion).

## ***Work-based Learning***

- Level 2 NVQ in Manufacturing Sewn Products (ABC/Pearson);
- Level 2 Certificate in Apparel, Footwear, Leather or Textile Production (ABC/Pearson);
- Foundation Apprenticeship in Fashion and Textiles (Apparel).

**Please note** - the above list is not exhaustive or prescriptive and other qualifications or work-based learning can aid as entry.

**Non-accredited prior learning** related to the fashion and textile industry may provide useful progression routes into the framework as it will demonstrate an interest in the area e.g. voluntary or unpaid employment in a fashion and textiles role, and relevant training in areas such as designing, costing or creating a fashion and textiles related product.

## ***Progression from the Level 3 Apprenticeship in Fashion and Textiles (Tailoring pathway)***

The apprentice will be able to progress to the Level 4 Higher Apprenticeship in Fashion and Textiles: Technical (Wales) framework. This framework has two initial pathways:

### ***Pathway 1 - Technical Textiles***

This pathway looks to equip sector employers with the skills required within technical markets, the production of technical textiles and textiles which are created specifically for their performance rather than their aesthetic appearance. Such industries and activities which rely

on nanotechnology, electronic or other innovations, include the manufacture of protective clothing for emergency services, the development of products and garments for medical services ranging from medical splints and bandages to surgical tools, and the inclusion of carbon fibre for aircraft frames.

### ***Pathway 2 - Product Development and Sourcing***

One of the strategies adopted by firms is to place emphasis on 'innovative product development and balanced sourcing', where a core component of the manufacturing process remains in the UK whilst outsourcing other elements to developing countries which have competitive price advantages as a result of relatively low labour costs. These combined factors mean that successful balanced sourcing strategies require creative design skills and commercial acumen, supported by flexible and efficient production practices, effective communications and marketing within the supply chain and efficient logistics operations. Recent surveys and consultation with employers and industry have revealed that industry currently has great demand for these skills to ensure product development and balanced sourcing strategies can be effectively implemented.

### ***Continuous Professional Development (CPD) within job role attained***

Examples of career development into higher level job roles from this framework could be:

- Self-employed Tailor;
- Sales Manager (Apparel and Textiles Goods);
- Technical Manager (Production);
- New Product Development Manager
- Design Room Manager;
- Research and Development Manager (Textiles and Apparel goods);
- Quality Manager;
- Textile Designer;
- Fashion Designer;
- Procurement Manager (Apparel and Textiles Goods);
- Textile Quality Controller.

The apprentice will also be able to progress to employment, self-employment, or to more skilled activity within the industry.

### ***Further work-based learning***

- **Relevant Trade Associations and Professional Bodies sector specific training**

### ***Higher Education progression***

Progression from the Level 3 Apprenticeship in Fashion and Textiles should be articulated to relevant Level 4 programmes of learning. Apprentices can progress to higher or professional levels such as Foundation Degrees, Higher National Diplomas/Certificates, BA Honours Degrees and related professional courses. Examples of progression could be in:

- Fashion Textile Design;
- Clothing Engineering;
- Fashion Design Management;
- Fashion Design;

... Fashion and Textiles (Wales)  
..... level 3  
..... Pathway 3

- Fashion Design Tailoring;
- Bespoke Tailoring.

Progression arrangements into Higher Education, formal and informal, should be explored and supported, as this will help strengthen local partnerships and support progression opportunities through the range of vocational and academic provision. For details on Higher Education courses in tailoring related subjects, please see the UCAS website [www.ucas.ac.uk](http://www.ucas.ac.uk)

For wider Fashion & Textiles employment and training information please visit [www.ukft.org/](http://www.ukft.org/) or e-mail [apprenticeships@ukft.org](mailto:apprenticeships@ukft.org)

### UCAS points for this pathway:

N/A

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES**  **NO**

## **Delivery and assessment**

All ERR outcomes must be delivered and assessed at relevant points on- and off-the-job, in an approach agreed between the employer, apprentice and training provider.

Underpinning knowledge for ERR is addressed in the Knowledge qualification (K1/K2) for this pathway through a dedicated mandatory unit that also addresses Health and Safety:

- Unit Title - Managing Health and Safety and Employer Rights and Responsibilities within the Apparel, Footwear or Leather Industry (7 Credits, 40GLH);
- Unit number - J/601/7833.

Relevant ERR outcomes should be delivered and assessed during induction programmes, organised by the provider and employer, and be specific to the occupational area and jobrole e.g. 'Can describe and work within their organisation's principles and codes of conduct.' Other outcomes may be delivered and assessed within the workplace at a later point, once the apprentice has a better understanding of the environment e.g. 'Recognises and can form a view on issues of public concern that affect their organisation and industry'.

## **Evidence**

ERR must be included in the induction process and at relevant times in the programme as knowledge gained during induction can be used as evidence for the 'Employment Rights and Responsibilities' requirements of this framework. ERR must be completed by the end of the apprenticeship period and training providers will be required to submit proof of the achieved Knowledge qualification (K1/K2) in order to:

- evidence completion of ERR;
- claim Apprenticeship certification (from a certifying authority).

For further detail on the signposting and documentation for ERR, please email [apprenticeships@ukft.org](mailto:apprenticeships@ukft.org)

# How equality and diversity will be met

[This framework aims to address the main issue of an ageing workforce in the sector, an issue the sector is very much aware of and is placing great emphasis on attracting able young people into the sector. The framework is important as the Labour Force Survey 2010 for Fashion and Textiles employment in Wales indicates that in comparison to the wider Welsh economy an overwhelming majority of employees were aged over 45 while only a small proportion are aged 24 and under.

This issue highlighted above has to be addressed in order to keep the fashion and textiles sector competitive as experienced skilled staff near retirement. The Fashion and Textiles Employer Survey 2008 reported **61%** of employers in Wales felt they would struggle to fill positions if vacancies arose due to skills shortages. Of these employers within the apparel sub-sector reported the largest issues with skills shortages at **69%**. This is followed by design employers at **67%**, textiles at **63%** and laundry and dry cleaning at **31%**. Historically, recruitment of young people into the industry has been a struggle for many employers with one of the main barriers to recruitment being the image of the fashion and textiles sector to young people. **53%** of employers in Wales responding to the 2008 Fashion and Textiles identified recruiting and retaining able young people to replace workers who were nearing retirement age as a key priority.

The framework will help address this issue as it reveals a vibrant sector that has the equivalent opportunities of progression to other sectors. The framework also includes updated job roles and in depth progression routes to allow young people and parents to view the 'true' fashion and textiles sector and the many potential employment opportunities it can offer.

Skills gaps within their current workforce are also of concern to employers. The Fashion and Textiles Employer Survey 2008 revealed that 16% of employers in Wales identified skills gaps. This was corroborated by the findings from the Step Up Project 2009 that reported employers had a large number of training needs within their workforces at many technical levels.

This framework aims to:

- address the issue of an ageing workforce by attracting young talent and providing an alternative entry route into employment in the sector;
- promote a positive image of the fashion and textiles sector.

Representation of women across the fashion and textiles sector in Wales is at a consistent level at around half of the workforce. The Labour Force Survey 2010 on the demographics for fashion and textiles revealed that there is an even proportion of males and females within the Welsh fashion and textiles workforce. Black, Asian and Minority Ethnic (BAME) representation was low within Wales but then is placed within the context of Wales having a low BAME background compared to other nations and regions within the UK.

This framework aims to further increase the opportunities for all looking to work/or currently working within the sector by providing them with a skills base valued by employers. There are no prescribed entry conditions to this framework so that inappropriate barriers to entry, which would impact negatively on equality and diversity, are not created.

Employers/providers must be able to demonstrate their selection, recruitment and employment practices are in line with the Equality Act 2010 and there are no overt or covert discriminatory practices in relation to any of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex; sexual orientation and socio-economic disadvantage.

UKFT is passionate about promoting diversity and is seeking and sharing good practice across the delivery partners in order to highlight positive examples of marketing and communication materials, and other strategies and activities used to break down the barriers to entry and ensure a more diverse talent base. UKFT is also marketing and communicating this framework to ensure consistency of message.

UKFT is involved in a number of activities such as:

- Targeted training initiatives, used as a key tool in getting new talent from under-represented groups into the industry;
- Use of National Occupational Standards and Labour Market Intelligence to inform accurate careers information, advice and guidance;
- Providing links to training providers working with underrepresented groups;
- Raising awareness of the under-representation of people with disabilities in the industry's workforce by monitoring employment trends, identifying barriers to training and development, and sharing that information with partners;
- Supporting and connecting training providers in the regions to deliver apprenticeships.

### ***The Welsh Language Scheme***

- **34%** of Welsh employers report a gap in language skills;
- **33%** of Welsh employers reported that Welsh language skills are difficult to obtain in applicants direct from education.

The Welsh Language Scheme is a key feature of the Creative Industries in Wales; **29%** of the creative media workforce speaks Welsh, compared to **21%** for the whole economy.

For more details on research into the makeup of the sector, visit the UKFT website [www.ukft.org](http://www.ukft.org) ]

# On and off the job training

## Summary of on- and off-the-job training

### *Duration of training*

The apprentice will be expected to complete their training in a reasonable and practical timescale, consistent with the demands of the framework. As each Training Plan is individually designed to meet specific requirements, the time taken will vary and will also depend on the individual's progress and ability. The average time anticipated to complete a Level 2 Foundation Apprenticeship is **12 months**; while the average time anticipated to complete a Level 3 Apprenticeship is **24 months**.

These timescales are meant as an indication only and will depend on individuals' particular circumstances, such as significant prior learning or experience. When the apprentice can demonstrate a full range of knowledge of required skills, personal competences and understanding of the essential underpinning knowledge and has achieved the appropriate qualifications, he/she will be deemed to have successfully completed the Apprenticeship framework at the designated level.

### *Training hours*

The minimum training hours for the framework, which includes on-the-job training (Competence qualification (C1/C2) and non-accredited activity) and off-the-job training (Knowledge qualification (K1/K2), 2 x Transferable skills qualifications and non-accredited activity) are confirmed below for each pathway of the Fashion and Textiles Apprenticeship framework.

### ***Level 2 Foundation Apprenticeship in Fashion and Textiles***

- Pathway 1 Textiles - 530 hours;
- Pathway 2 Apparel - 460 hours.

### ***Level 3 Apprenticeship in Fashion and Textiles***

- Pathway 1 Textiles - 720 hours;
- Pathway 2 Apparel - 690 hours;
- Pathway 3 Tailoring - 670 hours.

### ***Definition of non-accredited activity***

Activity that has been allocated within the framework that is not qualification based and will enhance the apprentice experience. The total hours allocated are 50 hours per 12 months and activities include:

### ***Off-the-Job***

- Relevant coverage of ERR / Induction;
- Enrichment activities;
- Progress reviews, mentoring sessions with assessor/tutor, pastoral care activities.



### **On-the-job**

- Progress reviews with the employer/supervisor or mentor in the workplace. ]

### **Off-the-job training**

#### ***Level 2 Foundation Apprenticeship in Fashion and Textiles (over 12 months)***

##### ***Pathway 1 Textiles - 336 hours***

- Knowledge qualification (K1/K2) – 180 hrs (Approximately 34% of total on and off the job training hours for the framework);
- Level 1 Application of number (Essential Skills Wales) - 60 hrs (11.25%);
- Level 1 Communication (Essential Skills Wales) - 60 hrs (11.25%);
- Non-accredited activity – 36 hrs (7%).

##### ***Pathway 2 Apparel - 336 hours***

- Knowledge qualification (K1/K2) – 180 hrs (Approximately 39% of total on and off the job training hours for the framework);
- Level 1 Application of number (Essential Skills Wales) - 60 hrs (13%);
- Level 1 Communication (Essential Skills Wales) - 60 hrs (13%);
- Non-accredited activity – 36 hrs (8%).

#### ***Level 3 Apprenticeship in Fashion and Textiles (over 24 months)***

##### ***Pathway 1 Textiles - 472 hours***

- Knowledge qualification (K1/K2) – 280 hrs (Approximately 39% of total on and off the job training hours for the framework);
- Level 2 Application of number (Essential Skills Wales) - 60 hrs (8.25%);
- Level 2 Communication (Essential Skills Wales) - 60 hrs (8.25%);
- Non-accredited activity – 72 hrs (10%).

##### ***Pathway 2 Apparel - 462 hours***

- Knowledge qualification (K1/K2) – 270 hrs (Approximately 39.25% of total on and off the job training hours for the framework);
- Level 2 Application of number (Essential Skills Wales) - 60 hrs (8.625%);
- Level 2 Communication (Essential Skills Wales) - 60 hrs (8.625%);
- Non-accredited activity – 72 hrs (10.5%).

##### ***Pathway 3 Tailoring - 462 hours***

- Knowledge qualification (K1/K2) – 270 hrs (Approximately 40.25% of total on and off the job training hours for the framework);
- Level 2 Application of number (Essential Skills Wales) - 60 hrs (9%);
- Level 2 Communication (Essential Skills Wales) - 60 hrs (9%); Non-accredited activity – 72 hrs (10.75%).

### **How this requirement will be met**

Off-the-job training takes place away from the pressures of the workplace. Off-the-job training in this

framework is covered by a number of accredited and non-accredited activities which should be used to ensure that the apprentice benefits from a rich learning experience throughout the framework.

***Off-the-job training should:***

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, assessor, mentor or manager;
- be delivered during contracted working hours.

Providers and employers are encouraged to deliver the training hours through innovative, engaging and relevant methods.

Activities could include: individual and group teaching, e-learning and/or e-assessment, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study, inductions, project work and setting briefs. It is important that apprentices record their off-the-job learning experiences e.g. in a log book, e-portfolio/portfolio, blog or diary.

It is important that apprentices record their off-the-job learning experiences e.g. in a log book, blog, or diary as this evidence needs to be checked and signed by the assessor, employer and training provider.

***Non-accredited hours (Off-the- job) – 36 hours per 12 months to include:***

- Relevant coverage of ERR / Induction;
- Enrichment activities;
- Progress reviews, mentoring sessions with assessor/tutor, pastoral care activities.

***Evidence of Off-the-job hours:***

- Relevant Knowledge qualification (K1/K2) for the chosen sector pathway (to also verify completion of ERR unit);
- Evidence of achievement of transferable skills;
- Reflective notes on induction, mentoring, reviews and pastoral care activities.

Training hours delivered under an Apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice. The amount of off-the-job training required to complete the Apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified.

***Previous attainment***

Where an apprentice enters an Apprenticeship agreement having previously attained parts or all of the relevant knowledge qualifications, this prior learning needs to be recognised using either credit transfer for achievements or through recording of exemptions for certificated learning. For example Principal Learning qualifications. For apprentices who have already achieved the relevant knowledge qualifications, they must have been certificated within two years of applying for the Apprenticeship certificate.

## **Previous experience**

Where an apprentice enters an Apprenticeship agreement with previous related experience, this needs to be recognised. To count towards Apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's **Recognition of Prior Learning procedures** and the hours recorded may then count towards the off-the-job hours required to complete the Apprenticeship. For apprentices with un-certificated learning experience, the off-the-job learning must have been acquired within two years of application for the Apprenticeship certificate or apprentices must have been employed in the relevant job role for two years duration.

Due to the fast paced changes to technology within the fashion and textiles industries, it is essential that off-the-job training counted towards this framework is current or can be quickly updated, and the use of initial assessments should clearly identify any additional training requirements.

Apprentices who commence training under a new Apprenticeship agreement with a new employer, may bring a range of prior experience with them. Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional unit(s) from sector related qualifications, or relevant units recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body; or follow Essential Skills at a level higher than that specified in the framework, include one or more Wider Key Skills or other knowledge-based qualifications/units relevant to the workplace. ]

## **On-the-job training**

### ***Level 2 Foundation Apprenticeship in Fashion and Textiles (over 12 months)***

#### **Pathway 1 Textiles - 194 hours**

- Competence qualification (C1) - 180 hrs (Approximately 34% of total on and off the job training hours for the framework);
- Non-accredited activity – 14 hrs (2.5%).

#### **Pathway 2 Apparel -124 hours**

- Competence qualification (C1/C2) - 110 hrs (Approximately 24% of total on and off the job training hours for the framework);
- Non-accredited activity – 14 hrs (3%).

### ***Level 3 Apprenticeship in Fashion and Textiles (over 24 months) Pathway***

#### **Pathway 1 Textiles - 248 hours**

- Competence qualification (C1) - 220 hrs (Approximately 30.5% of total on and off the job training hours for the framework);
- Non-accredited activity – 28 hrs (4%).

#### **Pathway 2 Apparel - 228 hours**

- Competence qualification (C1/C2) - 200 hrs (Approximately 29% of total on and off the job training hours for the framework);
- Non-accredited activity – 28 hrs (4%)

### **Pathway 3 Tailoring - 208 hours**

- Competence qualification (C1) - 180 hrs (Approximately 26.75% of total on and off the job training hours for the framework);
- Non-accredited activity – 28 hrs (4.25%).

On-the-job training is defined as skills, knowledge and competence gained within normal work duties. These figures include hours which are used to demonstrate competence on the job, plus additional hours to enhance the apprentice's training experience.

### **How this requirement will be met**

On-the-job training in this framework is covered by accredited and non-accredited activities which should be used to demonstrate competence on-the-job, and will include additional hours to enhance the apprentice's training experience and ensure they are work ready.

#### ***On-the-job training should:***

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, assessor, mentor or manager;
- be delivered during contracted working hours.

Providers and employers are encouraged to deliver the hours through innovative, engaging and relevant methods. Activities could include: individual and group teaching; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; inductions; project work; setting briefs.

It is important that apprentices record their on-the-job learning experiences e.g. in a log book, blog, or diary as this evidence needs to be checked and signed by the assessor, employer and training provider.

#### ***Non-accredited hours (On-the-job) - 14 hours per 12 months to include:***

- Progress reviews with the employer/supervisor or mentor in the workplace.

#### ***Evidence of On-the-job hours:***

- Relevant Competence qualification (C1/C2) for the chosen sector pathway (to also verify completion of ERR unit);
- Reflective notes on induction, mentoring, reviews and pastoral care activities.

The on-the-job training hours required may vary depending on previous experience and

attainment of the apprentice. Where a learner enters an Apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant credit transfer, exemption or Recognition of Prior Learning (RPL) procedures (as off-the-job above). The amount of on-the-job training required to complete the Apprenticeship under the Apprenticeship agreement may then be reduced accordingly, provided the total number of on-the-job hours for this framework can be verified for Apprenticeship certification.

### ***Previous attainment***

Where an apprentice enters an Apprenticeship agreement having previously attained parts or all of the relevant competence qualification, this prior learning needs to be recognised using credit transfer for achievements or through recording of exemptions for certificated learning. As an example Principal Learning qualifications. For apprentices who have already achieved the relevant competence qualifications, they must have been certificated within two years of applying for the Apprenticeship certificate.

### ***Previous experience***

Where an apprentice enters an Apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. To count towards Apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's ***Recognition of Prior Learning procedures*** and the hours recorded may then count towards the on-the-job hours required to complete the Apprenticeship. For apprentices with prior un-certificated work-related experience, the on-the-job learning must have been acquired within two years of application for the Apprenticeship Certificate or apprentices must have been employed in the relevant job role in the industry for two years duration.

Due to the fast paced changes to technology within the fashion and textiles industries, it is essential that on-the-job training counted towards this framework is current or can be quickly updated, and the use of initial assessments should clearly identify any additional training requirements.

Apprentices who commence training under a new Apprenticeship agreement with a new employer, may bring a range of prior experience with them. Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional unit(s) from sector related qualifications, or relevant units recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body; or follow Essential Skills at a level higher than that specified in the framework, include one or more Wider Key Skills or other competence-based qualifications/units relevant to the workplace. ]

# Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

[Enter Qualification Names]

## Improving own learning and performance

[There is currently no requirement for the Wider Key Skill of 'Improving own learning and performance' as it is felt that this is adequately covered by an apprentice's completion of the other component parts of this Level 2 and 3 framework (for example, the achievement of the relevant competency and knowledge qualifications, including ERR, and participation in employer specific induction programmes and all on-/off-the-job training experiences). ]

## Working with others

[There is currently no requirement for the Wider Key Skill of 'Working with others' as it is felt that this is adequately covered by an apprentice's completion of the other component parts of this Level 2 and 3 framework (for example, the achievement of the relevant competency and knowledge qualifications, including ERR, and participation in employer specific induction programmes and all on-/off-the-job training experiences). ]

## Problem solving

[There is currently no requirement for the Wider Key Skill of 'Problem solving' as it is felt that this is adequately covered by an apprentice's completion of the other component parts of this Level 2 and 3 framework (for example, the achievement of the relevant competency and knowledge qualifications, including ERR, and participation in employer specific induction programmes and all on-/off-the-job training experiences). ]

# apprenticeship FRAMEWORK

For more information visit-  
[www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)