

# apprenticeship FRAMEWORK

## Fashion and Textiles: Technical (Wales)

**\*\*ARCHIVED 17/3/2022 – REPLACED BY FR05047 V1  
(PATHWAY 0805 Level 2, 3 & 4) \*\***

### **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: Technical (Wales)

## Contents

### Contents

Framework information.....	4
Contact information.....	6
Revising a framework.....	7
Purpose of this framework .....	8
Entry conditions for this framework.....	12
Level 4: Higher Apprenticeship in Fashion and Textiles: Technical .....	13
Pathway 1: Technical Textiles.....	15
Pathway 2: Product Development and Sourcing.....	24
Equality and diversity.....	34
On and off the job training .....	36
Wider key skills assessment and recognition .....	41

# 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: 2	<b>This framework includes:</b>
Framework ID: FR04152	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" 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 Creative Industries have customarily relied on graduates to meet higher level skills needs. However, fashion and textiles employers are seeking a supply of new entrants with the right innovative and technical skills. It has been identified by employers that there is a need for a Level 4 Higher Apprenticeship to cover the technical and managerial roles within the industry and to provide progression routes for those on the Foundation/Apprenticeship in Fashion and Textiles framework.

The approach taken is to create an overarching Level 4 Fashion and Textiles: Technical Higher Apprenticeship that will incorporate the diverse sub-sector coverage. The first two pathways to be developed and introduced are:

- Technical Textiles;
- Product Development and Sourcing.

The Fashion and Textiles sector in Wales continues to grow and the technical textiles industry is at the centre of breakthrough technological advancements across a range of sectors. The Technical Textiles pathway is an exciting new offer that serves the needs of today's textiles industry. It has been specifically designed to provide apprentices with a working knowledge of technical textile fibres, yarns, fabrics and finishes, as well as their application in functions such as antimicrobial, breathability, fire and heat resistance, stain resistance, bio-degradability and conductivity.

The Product Development and Sourcing pathway is also important to the future success of the fashion and textiles sector; in particular the apparel, textiles/technical textiles, footwear and

leather sub-sectors. Due to the rapid changes that have occurred within the environment and in the face of low cost competition, fashion and textiles businesses are increasingly reliant upon implementing cost-effective product development initiatives to enable them to compete within the global market.

The key technical skills and knowledge covered by this framework are in short supply in Wales and both skills shortages and gaps in the occupational areas are addressed by the framework.

# Contact information

## Proposer of this framework

In 2014, Creative Skillset Cymru commissioned a research report to provide a detailed analysis of employers in the Fashion and Textiles sector in Wales and their business skills needs, following the successful Fashion and Textiles Foundation/Apprenticeship pilot that was introduced in 2012.

The final report *Fashion and Textiles Market Research: Industry Needs Report (2014)* was based on the responses from Seventy-seven organisations (employing 3,040 staff) that provided the crucial sector intelligence that will now enable the UK Fashion and Textile Association (UKFT) to shape future approaches and to attract both future entrants to the sector and to ultimately support employers in Wales.

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

## Developer of this framework

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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.]

## Qualifications removed

[N/A]

## Qualifications added

[N/A]

## Qualifications that have been extended

[N/A]

# Purpose of this framework

## Summary of the purpose of the framework

### Summary of the Fashion and Textiles sector in Wales

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.

Research was commissioned in 2014 by Creative Skillset Cymru (***Fashion and Textiles Market Research: Industry Needs***) to provide a detailed analysis of employers in the fashion and textiles sector in Wales and their business skills needs. The headline findings within the research were as follows:

- the fashion and textiles sector in Wales employed 9,800 people in 1,900 organisations in 2012. Gross Value Added (GVA) is worth £350,000 to the Welsh economy;
- GVA per head is highest in sectors such as man-made fibres and **the manufacture of medical textiles**. This indicates the **high value of technical textile production** within the sector over traditional textile manufacture;
- employment is mostly focussed in textile and apparel manufacturing and laundry and dry-cleaning industries;
- further analysis shows manufacturing employment is mainly centred on soft furnishings, outerwear, finishing of textiles and workwear;
- a large number of companies are micro-businesses and this is common across all subsectors. However, these micro-businesses do not account for the majority of employment, indicating a number of larger employers in Wales making up the employment opportunities.

A key part of the research project is to understand the geographical location of employers to enable the identification of clusters of skills needs. While fashion and textiles employment is spread out across Wales, the Business Register Employment Survey (BRES) data gives a number of indicators to employment clusters. The largest concentrations are within the following areas:

- the Gwent Valleys and Caerphilly are a centre of textile employment;
- Cardiff and the Vale of Glamorgan where clothing and footwear wholesaling activities predominate;
- Flintshire and Wrexham where a large number of clothing and footwear wholesaling predominate;
- in terms of sub-sectors, apparel and sewn products (which includes soft furnishings) is the largest employment sub-sector;
- key manufacturing areas include Bridgend and Neath, and Flintshire and Wrexham; soft furnishings manufacture has been identified as a key employment is mainly centred on Powys, the Gwent Valleys and Bridgend and Neath Port Talbot, although other areas have notable areas employment in this sector;
- Gwent Valleys is an area of carpet and rug manufacture and hence a textile heavy sub-sector;
- laundry and dry-cleaning employment due to its necessity employs people in each of the



NUTS3 areas. However, Gwynedd and Cardiff and the Vale of Glamorgan are the key employment areas.

### ***Overarching Strategic Skills Needs (Shared by all Fashion & Textiles sub-sectors in Wales)***

The survey asked all employers, regardless of their subsector, about their generic and higher-level skills development. **39%** of employers identified **Leadership and Management (L&M) skills** as a priority and **32% commercial (including sales) skills** as important to the on-going development of their businesses. Of those identifying leadership and management as a priority, **100%** reported that they felt succession planning across the business needed focus and development in the short-term.

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.

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:Technical Higher Apprenticeship framework addresses the skills shortages and required activities outlined above.

In a changing global footprint, the sector has recognised the need for vocational progression from the existing modes of delivery to meet industry demand for higher level, technical programmes within a work based setting.

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

This pathway looks to equip sector employers with the skills required within technical markets, to produce 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.

The economic value of technical textiles is vast and the UK is a key competitor in the global markets. Research by Gherzi Consultancy illustrates how technical textile markets are growing worldwide and outperforming conventional textile production with UK firms involved in numerous innovative cutting edge projects.

Historically, fashion and textiles employers have struggled attracting science and technology graduates who can help to develop new innovative products and processes with the right practical, commercial and knowledge skills. There is an on-going need for individuals capable of developing and commercialising new, innovative products and processes. UK Employer Skills Survey 2011 data highlights that fashion and textiles manufacturers often lead the way in products, services and techniques.

This pathway therefore, offers an opportunity to forge an alternative route to degree level provision, ensuring highly skilled individuals capable of allowing the UK's technical textile market achieve its full potential.

## **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. Signifying the importance of this activity, trade and sourcing figures from HMRC indicate that the value of imported selected fashion and textiles goods into the UK stood at £18.7bn in 2011 with textiles imports valued at £3.6bn indicating the value of such trade.

Additionally, the rapidly changing demands of fast fashion, signified by short production and distribution lead times and the matching of supply with uncertain/changing consumer demand, has placed increasing pressures on manufacturers and wholesalers to supply their retail markets. In many cases, designs are developed for production for each of the four seasons with lead production times of as little as fifteen days from concept to stock in retail stores. 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, consultation and research undertaken in the fashion and textiles sector (including UK ESS 2011) reveal the harsh realities and impact of skills deficiencies for fashion and textiles employers contributing to issues including:

- increased operating costs;
- loss of orders to competitors;
- difficulties in meeting quality standards.

This pathway therefore offers an opportunity to address the issues above and forge an alternative route to degree level provision, ensuring highly skilled individuals are capable of allowing the Welsh apparel, textiles and technical textile market achieve its full potential. It is expected that **both pathways** within the Higher Apprenticeship will last for **24 months**; however, a flexible approach to learning is encouraged for learners who have significant prior

learning or experience. Please see the Progression section of the framework which gives information on the direct APL and credit transfer opportunities.

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

### **Aims and objectives for this framework:**

- allow employers to add value to their organisations by bringing in new innovative expertise, techniques and technologies;
- provide a stream of motivated employees equipped with the creative and business skills required for the future;
- 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 under-represented groups;
- 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

## Entry conditions

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 Level 4 Fashion and Textiles:Technical Higher Apprenticeship. Employers are encouraged to get involved in the recruitment and selection stages, to ensure they get to know the apprentices before their employment.

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 4; **OR**
- agreed support from an employer or mentor with a demonstration of the candidates 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 Level 4 Fashion and Textiles:Technical Higher Apprenticeship 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 4

Title for this framework at level 4

## Higher Apprenticeship in Fashion and Textiles: Technical

Pathways for the framework at level 4:

- Pathway 1: Technical Textiles
- Pathway 2: Product Development and Sourcing

# Level 4, Pathway 1: Technical Textiles

## Description of this pathway

Technical Textiles

Total minimum credit value for this pathway is **108 credits**:

- Combined Qualification (90 Credits) - ABC Awards Level 4 Diploma in Technical Textiles and Apparel (**Technical Textiles endorsed pathway**);
- Communication, Application of Number and IT (Essential Skills Wales) - 18 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)
Fabric Technologist	Responsible for analysing, evaluating and interpreting testing to refine fabrics for their intended application, adhering to quality standards.
Fibre Technologist	Responsible for analysing, evaluating and testing to refine materials for their intended application, adhering to quality standards.
Senior Technologist	Responsible for the development, application and measuring of materials to ensure fulfilment of their purpose. Adhering to quality standards and reporting findings.
Textile Technical Designer	Responsible for the design and optimisation of materials/products to match specification.
Senior Testing Technologist	Responsible for calibration and maintenance of machinery, putting in place procedures by which tests are undertaken, data processed/analysed and current standards adhered to. Oversee the writing of reports, receiving customer feedback and recording non-conformance.
Textile Product Development Technologist	Responsible for overseeing the introduction of new technologies for the enhancement of product properties.
Textile Support Analyst	Responsible for analysing / evaluating, interpreting testing and refining fabrics for their intended application, adhering to quality standards. Support the role of the Technologists.
Technical Textile Researcher	Responsible for overseeing scientific aspects of research in relation to new product and process development, in particular co-ordinating research projects/tasks and testing, interpreting results, ensuring adherence of all relevant quality standards.
Textile Quality Controller	Responsible for ensuring correct documentation, accuracy of lab reports, use of current standards and accreditation.
Technical Manager (Production)	Responsible for co-ordinating specific fashion and textiles manufacturing processes and scheduling to meet production requirements, optimising efficiency and adhering to quality standards.



# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

### B1 – Level 4 Diploma in Technical Textiles and Apparel

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/1784/9	ABC Awards	90	500	N/A

## Relationship between competence and knowledge qualifications

### Pathway 1 - Technical Textiles

ABC Awards Level 4 Diploma in Technical Textiles and Apparel (601/1784/9) - Candidates are required to achieve a **minimum of 90 credits (500GLH minimum)** from units listed below for the Technical Textiles endorsed pathway.

#### Mandatory units - 25 Credits (160GLH):

- Managing Health and Safety and Employment Rights and Responsibilities within the Textiles industry (H/502/6299);
- Fibres and Technical Textiles (T/505/6892);
- General Textile Technology (R/502/2264).

The mandatory units are based on National Occupational Standards in Manufacturing Textile Products (2010) and Technical Textiles (2012).

#### Optional units (Group A) - 48 Credits (240GLH):

- Fire and Heat Resistance in Textiles Applications (A/504/2668);
- Stain Resistance in Textiles Applications (F/504/2669);
- Ultraviolet Resistance in Textiles Applications (T/504/2670);
- Fabric Wear and Durability of Textile Products (A/504/2671);
- Anti-microbial Applications for Textile Products (F/504/2672);
- Breathability in Textile Products (J/504/2673);
- Anti-Static and Conductive Textiles (L/504/2674);
- Bio-Degradable Textiles (R/504/2675).

The above units are based on National Occupational Standards in Technical Textiles (2012).

**Optional units (Group B) - 17 Credits (100GLH):**

- Managing quality standards – textile production (D/502/2266);
- Managing own relationships within textile production (M/502/6399);
- Aspects of design within the textile industry (Y/502/6400);
- Professional practice / preparation for employment within the textile industry (D/502/6401);
- Manage information for action within the textile industry (K/502/6403);
- Planning for textile production (F/502/2292);
- Managing customer relations within the apparel, footwear or leather industry (T/601/7858).

The above units are based on National Occupational Standards in Manufacturing Textile Products (2010), Apparel Manufacturing Technology (2010) and Footwear and Leathersgoods (2010).

The combined qualification includes both competence and knowledge units. The split between competence and knowledge credits will vary from learner to learner, depending on the optional units chosen. A minimum of 21 knowledge credits and 4 competence credits will be achieved from undertaking the mandatory units; the remaining knowledge and competence credits will be achieved through completion of the optional units.

Knowledge and competence will be assessed separately within the qualification. Examples of knowledge assessment could include classroom technical activity, specific technical workshop sessions and online platform study. Competence assessment could be through observation using expert witnesses in the workplace, in the form of a portfolio of products under development, 1-1 on site delivery or assessment visits in the workplace. When apprentices have achieved the required number and combination of credits, they will receive their Diploma, and claim for their Higher Apprenticeship completion certificate from the Certifying Authority, UKFT.

The Apprenticeships, Skills, Children and Learning Act 2009 came into force in Wales on 24th June 2013. Anyone starting an Apprenticeship after this date needs to give permission for their training provider to apply for their completion certificate, on their behalf. From this date, all training providers must use the revised Apprentice Learning Agreement (ALA) form.

The Certifying Authority requires that the declarations must be completed and signed by the third party facilitating the certificate completion claim. The completed form, and all other supporting achievement evidence, as per the specific framework requirements, must be uploaded to the Apprenticeship Certificates Wales (ACW) system as part of the claim process. Training providers should upload the ACW Universal Apprenticeship Certificate Claim Form as part of the certification process. This can be downloaded directly from ACW:

<https://acwcerts.co.uk/web/>

# 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**

### Digital Literacy (ICT)

**Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).**

For the current **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 Digital Literacy (ICT) achievement above the minimum SASW requirement?** **YES**  **NO**

If YES, please state the grade/level required for **Digital Literacy (ICT)** and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

# Progression routes into and from this pathway

## Prior study/qualifications for entry into the Fashion and Textiles:Technical Higher Apprenticeship (Technical Textiles pathway)

*There are no specific qualification requirements for entry into the Fashion and Textiles:Technical Higher Apprenticeship 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, A-Levels or National Diplomas in Fashion and Textiles related subjects;
- Principal Learning (Manufacturing and Product Design).

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

## Work-based learning

- Level 3 NVQ Diploma in Manufacturing Textile Products;
- Level 3 Certificate in Apparel Manufacturing Technology (NVQ);
- Level 3 Diploma in Textile Design and Manufacture;
- Level 3 Diploma in Apparel, Footwear or Leather Production - **Apparel pathway**;
- Foundation/Apprenticeship in Fashion and Textiles (Apparel/Textiles pathway);

## Accredited Prior Learning

There are some direct progression and credit transfer opportunities from the work-based learning vocational qualifications listed above. 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.

**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 Fashion and Textiles:Technical Higher Apprenticeship (Technical Textiles pathway)

The apprentice will 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.

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

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

- Head of Innovation;
- Chief Innovation Officer;
- Project Scientist;
- Technical Director.

## Higher Education progression

Progression from the Fashion and Textiles:Technical Higher Apprenticeship (Technical Textiles pathway) should be articulated to relevant Higher level programmes of learning. Higher 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 Technology;
- Advanced Materials;
- Performance Sportswear Design;
- Advanced Materials & Performance Clothing;
- Fashion Technology;
- Materials Engineering;
- Advanced Skills for Advanced Materials.

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:

*[(no information)]*

# 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 combined qualification (B1) 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 combined qualification (B1) 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 4, Pathway 2: Product Development and Sourcing

## Description of this pathway

Product Development and Sourcing

Total minimum credit value for this pathway is **108 credits**:

- Combined Qualification (90 credits) - ABC Awards Level 4 Diploma in Technical Textiles and Apparel (**Product Development and Sourcing endorsed pathway**);
- Communication, Application of Number and IT (Essential Skills Wales) - 18 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)
New Product Development Manager	Responsible for overseeing the development of a product or range of products specialising in development and planning. Their role is to take fashion and textiles products from concept to commercialisation in response to market demand.
Process Engineer	Responsible for the overall planning, management and completion of projects across the business. Works with fashion and textiles customers and stakeholders to develop project scope and definition. Identifies resource requirements, training needs, and project deliverables.
Procurement Manager (Apparel and Textiles Goods)	Responsible for sourcing and purchasing goods or services for the company according to its available budget for each department. The purchasing of raw materials for apparel and textile goods on a tender basis is a key part of the procurement manager's responsibility.
Sales Manager (Apparel and Textiles Goods)	Responsible for the development and performance of all sales activities in assigned market segment. Directs a sales team and provides leadership towards the achievement of maximum profitability and growth. Establishes plans and strategies to expand the customer base.
Logistics Manager (Textile Finished Goods)	Responsible for planning and managing the movement of textile finished goods in a supply chain, liaising with suppliers of raw materials, manufacturers, retailers and consumers.
Research and Development Manager (Apparel and Textile Goods)	Responsible for overseeing all aspects of research in relation to fashion and textiles new product and process development.
Marketing Manager (Apparel and Textile Goods)	Responsible for developing and maintaining marketing strategies for the fashion and textiles sector. Evaluates customer research, fashion and textiles market conditions, competitor data and implements marketing plan changes as needed.
Quality Manager	Responsible for overseeing all quality aspects, and addressing continuous quality improvement. Responsible for liaising with clients and staff to gain and respond to feedback and record non-conformance.
Fashion Buyer	Responsible for creating and planning ranges using forecasted design predictions and central design department. Collections are fitted with garment technology and fabrics sourced, prices are negotiated and deliveries co-ordinated with merchandising roles.
Fashion Merchandiser	Responsible for reviewing historical sales, current sales data such as weeks cover, store distributions and supplier negotiation. Controls financial budgets and sets margins and buy quantities with the fashion buyer to plan the introduction of new fashion ranges and conduct range sales forecasting.

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

### B1 – Level 4 Diploma in Technical Textiles and Apparel

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/1784/9	ABC Awards	90	540	N/A

## Relationship between competence and knowledge qualifications

### Pathway 2 - Product Development and Sourcing

ABC Awards Level 4 Diploma in Technical Textiles and Apparel (601/1784/9) - Candidates are required to achieve a minimum of **90 credits (540GLH)** from units listed below for the Product Development and Sourcing endorsed pathway.

#### Mandatory unit - 7 Credits (40GLH):

- Managing Health and Safety and Employment Rights and Responsibilities within the Textiles industry (H/502/6299). This mandatory unit is based on National Occupational Standards in Manufacturing Textile Products (2010).

#### Optional units (Group A) - 52 Credits (310GLH):

- Portfolio Management of New Products (Y/504/2676);
- Planning and Managing the Outsourcing Process in Manufacturing (D/504/2677);
- Outsourcing Costs in Manufacturing (H/504/2678);
- Strategic Marketing Planning Skills within the Design and Creative Industries (J/501/8387);
- Business Planning and Financial Projections in the Design and Creative Industries (L/501/8388);
- Design Development, Creativity and Business Development (R/501/8389);
- Leadership and People Management in the Design and Creative Industries (J/501/8390);
- Intellectual Property Management in the Design and Creative Industries (L/501/8391);
- Design Project Management for Creative Practitioners (R/501/8392);
- Doing Business Globally (Y/501/8393);
- Finance for Designers and Creatives (D/501/8394).

Within Optional Group A, the manufacturing orientated units are based on National Occupational Standards in Balanced Sourcing and New Product Development (2010). Where contextualised optional qualification units for the Creative Industries have been based on other National Occupational Standards, the relevant Sector Skills Councils were contacted to inform of the use of the units within this framework.

**Optional units (Group B) - 31 Credits (190GLH):**

- 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);
- 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);
- Manage information for action within the apparel, footwear or leather industry (T/601/7861);
- Aspects of design within the apparel, footwear or leather industry (K/601/7856);
- Planning for textile production (F/502/2292);
- Manufacturing techniques within apparel production (M/601/7843);
- Materials used in the manufacture of apparel (D/601/7854);
- Investigate markets, materials and styles (R/502/0899).

The above units are based on National Occupational Standards in Manufacturing Sewn Products (2009), Manufacturing Textile Products (2010), Apparel Manufacturing Technology (2010) and Footwear and Leathersgoods (2010).

The combined qualification includes both competence and knowledge units. A minimum of 3 knowledge credits and 4 competence credits will be achieved from undertaking the mandatory unit; the remaining knowledge and competence credits will be achieved through the completion of the optional units. The split between knowledge and competence will vary from learner to learner, depending on the optional units chosen.

Knowledge and competence will be assessed separately within the qualification. Examples of knowledge assessment could include classroom technical activity, specific technical workshop sessions and online platform study. Competence assessment could be through observation using expert witnesses in the workplace, in the form of a portfolio of products under development, 1-1 on site delivery or assessment visits in the workplace.

When apprentices have achieved the required number and combination of credits, they will receive their Diploma, and claim for their Higher Apprenticeship completion certificate from the Certifying Authority, UKFT.

The Apprenticeships, Skills, Children and Learning Act 2009 came into force in Wales on 24th June 2013. Anyone starting an Apprenticeship after this date needs to give permission for their training provider to apply for their completion certificate, on their behalf. From this date, all training providers must use the revised Apprentice Learning Agreement (ALA) form.

The Certifying Authority requires that the declarations must be completed and signed by the

third party facilitating the certificate completion claim. The completed form, and all other supporting achievement evidence, as per the specific framework requirements, must be uploaded to the Apprenticeship Certificates Wales (ACW) system as part of the claim process. Training providers should upload the ACW Universal Apprenticeship Certificate Claim Form as part of the certification process. This can be downloaded directly from ACW:

<https://acwcerts.co.uk/web/>

# 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**

## Digital Literacy (ICT)

**Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).**

For the current **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 Digital Literacy (ICT) achievement above the minimum SASW requirement?** **YES**  **NO**

If YES, please state the grade/level required for **Digital Literacy (ICT)** and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

# Progression routes into and from this pathway

## Prior study/qualifications for entry into the Fashion and Textiles: Technical Higher Apprenticeship (Product Development and Sourcing pathway)

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

- Welsh Bacalaureate 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, A-Levels or National Diplomas in Fashion and Textiles related subjects;
- Principal Learning (Manufacturing and Product Design).

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

## Work-based learning

- Level 3 NVQ Diploma in Manufacturing Textile Products;
- Level 3 Certificate in Apparel Manufacturing Technology (NVQ);
- Level 3 Diploma in Textile Design and Manufacture;
- Level 3 Diploma in Apparel, Footwear or Leather Production - **Apparel pathway**;
- Foundation/Apprenticeship in Fashion and Textiles (Apparel/Textiles pathway);

## Accredited Prior Learning

There are some direct progression and credit transfer opportunities from the work-based learning vocational qualifications listed above. 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.

**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 Fashion and Textiles:Technical Higher Apprenticeship (Product Development and Sourcing pathway)

The apprentice will 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.

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

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

- Freelance Designer;
- Marketing Director;
- Head of Innovation;
- Chief Innovation Officer;
- Technical Director.

### **Higher Education progression**

Progression from the Fashion and Textiles:Technical Higher Apprenticeship (Product Development and Sourcing pathway) should be articulated to relevant Higher level programmes of learning. Higher 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 Technology;
- Advanced Materials;
- Performance Sportswear Design;
- Advanced Materials & Performance Clothing;
- Fashion Technology;
- Materials Engineering;
- Advanced Skills for Advanced Materials.

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 fashion and 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:**

*(no information)*



# 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 combined qualification (B1) 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 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 combined qualification (B1) 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)

*The remaining sections apply to all levels and pathways within this framework.*

## 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.

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. 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 Market Research: Industry Needs Report (2014)* reported that Welsh employers had a large number of training needs within their workforces at many technical levels. **39%** of employers identified Leadership and Management (L&M) skills as a priority and **32%** commercial (including sales) skills as important to the ongoing development of their businesses. Of those identifying leadership and management as a priority, **100%** reported that they felt succession planning across the business needed focus and development in the short-term.

Representation of women across the fashion and textiles sector in Wales is at a consistent level at **50%** 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 and 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 under-represented 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 the Fashion and Textiles:Technical Higher 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 Combined qualification (B1) and non-accredited activity, and off-the-job training Combined qualification (B1), 3 x Essential Skills Wales qualifications and non-accredited activity are confirmed below for each pathway of the Fashion and Textiles: Technical Higher Apprenticeship Framework.

#### Level 4 Higher Apprenticeship in Fashion and Textiles:Technical framework

- Pathway 1 Technical Textiles - 730 hours;
- Pathway 2 Product Development and Sourcing- 770 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 **25 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

Fashion and Textiles: Technical Higher Apprenticeship (over 24 months)

Off-the-job training is defined as time for learning activities away from normal work duties.

#### Pathway 1 Technical Textiles - 495 hours

- Combined qualification (B1) – 285 hours (Minimum average). This is based on the qualification rules of combination but hours could vary from learner to learner, depending on the optional units chosen;
- Level 2 Application of number (Essential Skills Wales) - 60 hours;
- Level 2 Communication (Essential Skills Wales) - 60 hours;
- Level 2 IT (Essential Skills Wales) - 60 hours;
- Non-accredited activity – 30 hours.

#### Pathway 2 Product Development and Sourcing - 495 hours

- Combined qualification (B1) – 285 hours (Minimum average). This is based on the qualification rules of combination but hours could vary from learner to learner, depending on the optional units chosen;
- Level 2 Application of number (Essential Skills Wales) - 60 hours;
- Level 2 Communication (Essential Skills Wales) - 60 hours;
- Level 2 IT (Essential Skills Wales) - 60 hours;
- Non-accredited activity – 30 hours.

#### How this requirement will be met

Off-the-job learning takes place away from the pressures of the workplace. Off-the-job learning hours in this framework are covered by a number of accredited and non-accredited activities which should ensure that the apprentice benefits from a rich learning experience throughout the framework.

#### Off-the-job learning 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, teachers, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, assessor, mentor or manager;
- be delivered during contracted hours.

Providers and employers are encouraged to deliver the 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, blog, or diary as this evidence needs to be checked and signed by the assessor, employer and training provider.

#### Other evidence of off-the-job training that should be collated:

- a completion certificate for the Combined qualification (B1) for the pathway (to also verify completion of ERR);
- evidence of achievement of Essential Skills Wales;
- 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 the framework can be verified.

Non-accredited hours (Off-the- job) – 15 hours per 12 months to include:

- relevant coverage of ERR/Induction;
- enrichment activities;
- progress reviews, mentoring sessions with assessor/tutor, pastoral care activities.

Previous attainment

Where an apprentice enters an Apprenticeship agreement having previously attained parts of the Combined qualification, this prior learning needs to be recognised using either credit transfer for the achievements or through recording of exemptions for certificated learning. As an example, Principal Learning qualifications.

Previous experience

Where an apprentice enters an Apprenticeship agreement with previous related learning experience, this needs to be recognised. To count towards Apprenticeship certification, previous learning 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 and 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

### Fashion and Textiles: Technical Higher Apprenticeship framework (over 24 months)

On-the-job training is defined as skills, knowledge and competence gained within normal work duties.

### Pathway 1 Technical Textiles - 235 hours

Combined qualification (B1) - 215 hours (Minimum average). This is based on the

- qualification rules of combination but hours could vary from learner to learner, depending on the optional units chosen;
- Non-accredited activity – 20 hours.

### **Pathway 2 Product Development and Sourcing - 275 hours**

- Combined qualification (B1) - 255 hours (Minimum average). This is based on the qualification rules of combination but hours could vary from learner to learner, depending on the optional units chosen;
- Non-accredited activity – 20 hours.

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

On-the-job learning hours in this framework are covered by the accredited and non-accredited activities which should be used to demonstrate the competence gained 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 hours should:**

- achieve clear and specific outcomes which contribute 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, 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 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.

#### **Evidence of on-the-job learning**

- completion certificate for the Combined qualification (B1), (to also verify completion of the ERR);
- 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, 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, providing the total number of on-the-job hours for this framework can be verified for Apprenticeship certification.

**Non-accredited hours (On-the-job) - 10 hours per 12 months to include:**

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

**Previous attainment**

Where an apprentice enters an Apprenticeship agreement having previously attained parts of the Combined qualification, this prior learning needs to be recognised using either credit transfer for the achievements or through recording of exemptions for certificated learning. As an example, Principal Learning qualifications.

**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 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 experience 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 in 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 framework, (for example, the achievement of the relevant combined 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 framework, (for example, the achievement of the relevant combined 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 framework, (for example, the achievement of the relevant combined 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)