

Fashion and Textiles (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 01 November 2017

Issued By:
UK Fashion & Textile Association

Apprenticeship Certificates
England

https://acecerts.co.uk/framework_library

Document Status:
Issued

Fashion and Textiles (England)

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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: 9	This framework includes:
Framework ID: FR04161	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	This framework is for use in: England

Short description

The Fashion and Textiles framework has ten endorsed pathways to meet the needs of the diverse sector:

- Textiles;
- Apparel;
- Tailoring;
- Leather goods;
- Footwear;
- Saddlery;
- Leather Production.

The key technical skills and knowledge covered by this framework are in short supply. A survey of over 2,000 fashion and textiles businesses carried out in 2008 found strong evidence of shortages of potential recruits in the occupational areas addressed by the framework and have been reiterated by the findings of the National Employer Skills survey 2009 and through our continual consultation with employers.

Contact information

Proposer of this framework

The Fashion and Textiles framework was originally developed and issued in 2011 addressing the skills shortages that the diverse sector experiences. The framework was developed with various key stakeholders but at the heart of development were employers. Following the consultation undertaken in late 2012 both training providers and sector employers were asked to review how the framework was performing.

Some examples of employers and employer led organisations who took part in the consultation include Mulberry, The Worshipful Company of Saddlers, The MultiService Association Ltd., Savile Row Bespoke, NWtexnet, Headen and Quarmby, Dr.Martens, ASOS, SIL Holdings Group, Boudicca, New Look, House of Fraser, Courtaulds Brands Ltd., Crystal Knitwear Ltd., Camira Fabrics, Westwood Yarns and Reed Medical. In total over sixty sub-sector employers have all contributed to the development of the framework.

The following training providers took part in the 2012 consultation (in alphabetical order);

- Barnsley College;
- Blackburn College;
- Bridgwater College;
- Fashion Enter;
- Fashion Works;
- Huddersfield Textile Centre of Excellence;
- Key Training and Learning Ltd.(KTL);
- Liverpool Community College;
- Newham College;
- Plymouth College of Art and Design;
- South Leicestershire College;
- Stroud College;
- The Saddlery Training Centre;
- Wigan and Leigh College.

Developer of this framework

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Revising a framework

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.
- Closure 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. Replacement Standard development underway.
- Closure of the Saddlery pathway at Level 3. The replacement Standard ready for delivery

(Bespoke Saddler)

- Progression sections at Level 3 updated and omit reference to the Level 4 Higher Apprenticeship in Fashion and Textiles:Technical as withdrawn end 2016. Replaced with Diploma information.
- Pearson Textiles competence qualifications removed at both levels as requested by the Awarding Organisation.

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
- City and Guilds Level 3 Diploma in Saddlery (QCF) - 600/0269/4

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship on or after 6th April 2012 must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

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 England employs just under 300,000 people across almost 70,000 enterprises. The sector is dominated by small businesses; more than seven out of 10 enterprises are sole traders or partnerships with no employees.

This Apprenticeship framework is important to the future success of the fashion and textiles supply chain. This is due to the rapid changes that have occurred within the environment that fashion and textiles businesses compete. In the face of low cost competition from overseas, fashion and textiles businesses are 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, 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.

Research undertaken into the fashion and textiles sector (NESS 2009) revealed the harsh realities and impact of skills shortages for fashion and textiles employers contributing to:

- the restriction of developing new products;
- difficulties in meeting quality standards;
- loss of orders to competitors;
- increased workload for other staff.

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 Intermediate and Advanced Apprenticeships. 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 (England)

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 under-represented 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.

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 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 Fashion and Textiles 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.

Level 2

Title for this framework at level 2

Intermediate Apprenticeship in Fashion and Textiles

Pathways for this framework at level 2

Pathway 1:	Textiles
Pathway 2:	Apparel
Pathway 3:	Leather goods
Pathway 4:	Footwear
Pathway 5:	Saddlery
Pathway 6:	Dry Cleaning
Pathway 7:	Laundry
Pathway 8:	Textile Care Services
Pathway 9:	Leather Production

Level 2, Pathway 1: Textiles

Description of this pathway

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

Total minimum credit value for this pathway is **57** credits:

- Competence Qualification - 27 Credits;
- Knowledge Qualification - 20 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the textiles sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

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

There are no specific qualification requirements for entry onto the Intermediate Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding 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;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 1/2 Textiles qualifications;
- NCFE Level 1/2 Creative Craft qualifications;
- City and Guilds Level 1/2 Creative Techniques suite (Textiles);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Progression from the Intermediate Apprenticeship in Fashion and Textiles (Textiles pathway)

Progression can be directed to:

- Advanced Apprenticeship in Fashion and Textiles (Textiles);
- Level 3 NVQ in Manufacturing Textile Products (ABC);
- 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 Advanced Apprenticeship in Fashion and Textiles (Textiles pathway).

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their

framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 2, Pathway 2: Apparel

Description of this pathway

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

Total minimum credit value for this pathway is **48** credits:

- Competence Qualification - 18 Credits;
- Knowledge Qualification - 20 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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

Knowledge qualifications available to this pathway (cont.)

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.

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the apparel sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

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

There are no specific qualification requirements for entry onto the Intermediate Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding 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;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 1/2 Fashion/Textiles qualifications;
- NCFE Level 1/2 Creative Craft qualifications;
- City and Guilds Level 1/2 Creative Techniques suite (Textiles) or (Fashion);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Progression from the Intermediate Apprenticeship in Fashion and Textiles (Apparel pathway)

Progression can be directed to:

- Advanced Apprenticeship in Fashion and Textiles (Apparel);
- Advanced Apprenticeship in Fashion and Textiles (Tailoring);
- Level 3 NVQ in Apparel Manufacturing Technology (ABC / Pearson)
- ABC Level 3 Diploma in Bespoke Cutting and Tailoring (NVQ) (500/8986/9);
- ABC Awards Level 3 Fashion and Textiles portfolio;
- NOCN Level 3 Employment in the Fashion Industry;
- Pearson Level 3 Fashion/Textiles qualifications;
- NCFE Level 3 Creative Craft qualifications;
- City and Guilds Level 3 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 Advanced Apprenticeship in Fashion and Textiles (Apparel pathway) and (Tailoring pathway).

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 2, Pathway 3: Leather goods

Description of this pathway

Intermediate Apprenticeship in Fashion and Textiles (**Leather goods**)

Total minimum credit value for this pathway is **48** credits:

- Competence Qualification - 18 Credits;
- Knowledge Qualification - 20 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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)
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.
Leather Craftworker	Leather Craftworkers use traditional tools and methods to create products such as clothing, footwear and accessories. They can work with different types of materials including cowhides, nubuck, chamois and suede.
Leather goods Service Operative	This job role requires a good working knowledge of the leather goods produced and covers the selling of leathergoods and ancillary products to customers. The job role will involve confirming the customer's requirements and completing the sale.
Cutter	Cutters lay out and cut materials to form components for the manufacture of leather products, addressing manual, machine and computer aided operations.
Pattern Cutter	A Pattern Cutter is responsible for turning a design into a working pattern. The job role will involve creating basic patterns which are suitable for production, and meet company and customer requirements.
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 Footwear and Leather (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/6572/5	ABC Awards	18	110	N/A

C2 - Level 2 NVQ Certificate in Footwear and Leather					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	600/4139/0	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

Knowledge qualifications available to this pathway (cont.)

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 Competence qualification (C1/C2) covers the whole of this diverse sector. Relevant pathways available within this qualification are:

- Pathway 1 - Footwear & Leather goods Production (Mixed); **or**
- Pathway 6 - Leather goods Production.

Note- The above pathways are to enable the employer/provider to choose the most relevant and appropriate pathway to follow.

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 leather goods sector there are a further three units that are unique to that sub-sector pathway.

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

Leather goods 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];
- **Leathers used in the Manufacture of Leather Goods** [A/600/1791];
- **Non-leather materials used in the Manufacture of Leather Goods** [F/600/1792];
- **Leather Goods Manufacturing Techniques - Cutting, Sewing and Finishing Operations** [T/600/1806].

The units are based on National Occupational Standards for Footwear and Leather goods 2008/2009. Further units will be developed in the future, to reflect the needs of the industry.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the leather sector in late 2012 further endorsed omitting ICT within this pathway offer.

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the leather sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

Prior study/qualifications for entry into the Intermediate Apprenticeship in Fashion and Textiles (Leather goods pathway)

There are no specific qualification requirements for entry onto the Intermediate Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding 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;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 1/2 Textiles qualifications;
- NCFE Level 1/2 Creative Craft qualifications (Textiles);
- City and Guilds Level 1/2 Creative Techniques suite (Textiles);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Progression from the Intermediate Apprenticeship in Fashion and Textiles (Leather goods pathway)

Progression can be directed to:

- Advanced Apprenticeship in Fashion and Textiles (Leather goods);
- Level 3 NVQ in Footwear and Leather (ABC);
- 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 (Textiles);
- 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 Advanced Apprenticeship in Fashion and Textiles (Leather goods pathway)

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their

framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 2, Pathway 4: Footwear

Description of this pathway

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

Total minimum credit value for this pathway is **48** credits:

- Competence Qualification - 18 Credits;
- Knowledge Qualification - 20 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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)
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.
Leather Craftworker	Leather Craftworkers use traditional tools and methods to create products such as clothing, footwear and accessories. They can work with different types of materials including cowhides, nubuck, chamois and suede.
Footwear Manufacturing Operative	Footwear Manufacturing Operatives use a range of handcraft tools and semi-automated equipment to create footwear products. They may produce many different types of footwear from fashion shoes to trainers, safety footwear and bespoke / orthopaedic footwear.
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.
Footwear Service Operative	This job role requires a good working knowledge of footwear products and covers the selling of footwear and ancillary products to customers. The job role will involve confirming the customer's requirements and completing the sale.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Footwear and Leather (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/6572/5	ABC Awards	18	110	N/A

C2 - Level 2 NVQ Certificate in Footwear and Leather					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	600/4139/0	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

Knowledge qualifications available to this pathway (cont.)

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 Competence qualification (C1/C2) covers the whole of this diverse sector. Relevant pathways available within this qualification are:

- Pathway 1 - Footwear & Leather goods Production (Mixed); **or**
- Pathway 2 - Footwear Production; **or**
- Pathway 3 - Handcraft / Bespoke / Orthopaedic Footwear Production; **or**
- Pathway 4 - Footwear repair and associated services.

Note- The above pathways are to enable the employer/provider to choose the most relevant and appropriate pathway to follow.

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 footwear sector there are a further three units that are unique to that sub-sector pathway.

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

Footwear 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];
- **Manufacturing Footwear Techniques - Production of Uppers** [K/600/1737];
- **Manufacturing Footwear Techniques - Lasting and Making Processes** [K/600/1740];
- **Materials used in the Manufacture of Footwear** [R/600/1747].

The units are based on National Occupational Standards for Footwear and Leather goods 2008/2009. Further units will be developed in the future, to reflect the needs of the industry.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the footwear sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

Prior study/qualifications for entry into the Intermediate Apprenticeship in Fashion and Textiles (Footwear pathway)

There are no specific qualification requirements for entry onto the Intermediate Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding 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;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 1/2 Textiles qualifications;
- NCFE Level 1/2 Creative Craft qualifications (Textiles);
- City and Guilds Level 1 /2 Creative Techniques suite (Textiles);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Progression from the Intermediate Apprenticeship in Fashion and Textiles (Footwear pathway)

Progression can be directed to:

- Advanced Apprenticeship in Fashion and Textiles (Footwear);
- Level 3 NVQ in Footwear and Leather (ABC);
- 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 (Textiles);
- 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 Advanced Apprenticeship in Fashion and Textiles (Footwear pathway).

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their

framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 2, Pathway 5: Saddlery

Description of this pathway

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

Total minimum credit value for this pathway is **65** credits:

- Competence Qualification - 18 Credits;
- Knowledge Qualification - 37 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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

The candidate should have been employed long enough to establish that they have an aptitude for the work and the employer is satisfied that they will enjoy working in the business. This period is likely to be between two and three months.

Job title(s)	Job role(s)
Society of Master Saddlers (SMS) Registered Trainee Saddler	Saddlers are involved in making, altering and repairing saddles, bridles and harnesses for the equestrian market. There are two main types of saddler - those who work in a manufacturing environment and, more commonly, those who work in a small workshop probably attached to a retail outlet.
Leather Craftworker	Leather Craftworkers use traditional tools and methods to create products and accessories for the saddlery and equestrian sector. They can work with different types of materials including cowhides, nubuck, chamois and suede.
Saddlery Service Operative	This job role requires a good working knowledge of saddlery products and covers the selling of saddlery and ancillary products to customers. The job role will involve confirming the customer's requirements and completing the sale.
Cutter	Cutters lay out and cut materials to form components for the manufacture of leather products, addressing manual, machine and computer aided operations.
Pattern Cutter	A Pattern Cutter is responsible for turning a design into a working pattern. The job role will involve creating basic patterns which are suitable for production, and meet company and customer requirements.
Sewing Machinist	Sewing Machinists stitch sections of material together to make a variety of fabric products, ranging from clothing to soft furnishings.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Footwear and Leather (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/6572/5	ABC Awards	18	110	N/A

C2 - Level 2 NVQ Certificate in Footwear and Leather					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	600/4139/0	Pearson Education Ltd	18	110	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Diploma in Saddlery					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0256/6	City & Guilds	37	285	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Competence qualification (C1/C2) covers the whole of this diverse sector. The relevant pathway available within this qualification is:

- Pathway 5 - Saddlery.

The Level 2 Diploma in Saddlery is classed as the Knowledge qualification (K1) and provides the underpinning knowledge and understanding for the Competence qualification (C1/C2).

The Knowledge qualification covers 3 specific pathways, of which only one pathway must be completed. The mandatory unit (K/600/1723) is designed to be contextualised for the chosen specific pathway and a further three units that are unique to that pathway also are required.

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

Saddlery pathway - 4 mandatory units

- Understanding Health and Safety and associated Employer Rights and Responsibilities within the Apparel, Footwear, **Leather** or Textile **Industry** [K/600/1723];
- Understand the Principles and Practices of Stitching and Making-up Operations for Saddles [T/502/6677];
- Understand the Principles of Saddle Manufacturing Techniques in the Production Process [A/502/6678];
- Understand the Principles and Practices of using Materials and Fittings in the Manufacture of Saddles [F/502/6679].

Bridle pathway - 4 mandatory units

- Understanding Health and Safety and associated Employer Rights and Responsibilities within the Apparel, Footwear, **Leather** or Textile **Industry** [K/600/1723];
- Understand the Principles and Practices of Stitching and Making-Up Operations for Bridles [R/502/6671];
- Understand the Principles of Bridle Manufacturing Techniques in the Production Process [Y/502/6672];

- Understand the Principles and Practices of using Materials and Fittings in the Manufacture of Bridles [D/502/6673].

Harness pathway - 4 mandatory units

- Understanding Health and Safety and associated Employer Rights and Responsibilities within the Apparel, Footwear, **Leather** or Textile **Industry** [K/600/1723];
- Understand the Principles and Practices of Stitching and Making-Up Operations for Harnesses [H/502/6674];
- Understand the Principles of Harness Manufacturing Techniques in the Production Process [K/502/6675];
- Understand the Principles and Practices of using Materials and Fittings in the Manufacture of Harness Components [M/502/6676].

The units are based on National Occupational Standards for Footwear and Leather goods 2008/2009. Further units will be developed in the future, to reflect the needs of the industry.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the saddlery sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

Prior study/qualifications for entry into the Intermediate Apprenticeship in Fashion and Textiles (Saddlery pathway)

There are no specific qualification requirements for entry onto the Intermediate Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding 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;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 1/2 Textiles qualifications;
- NCFE Level 1/2 Creative Craft qualifications (Textiles);
- City and Guilds Level 1/2 Creative Techniques suite (Textiles);
- Level 1 Skills for Saddlery (Bridle);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Progression from the Intermediate Apprenticeship in Fashion and Textiles (Saddlery pathway)

Progression can be directed to:

- Advanced Apprenticeship in Fashion and Textiles (Saddlery);
- Level 3 NVQ in Footwear and Leather (ABC);
- 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 (Textiles);
- 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.

Upon completion of the Intermediate Apprenticeship in Fashion and Textiles (Saddlery pathway) an alternative progression route / job role is;

- INTERMEDIATE SADDLE FITTER - working under the guidance of a Qualified Saddle Fitter an intermediate fitter would be expected to have a very sound knowledge of different breeds of horse, conformation and safety in being around horses. They would need to know about different saddle and panel designs and be capable of identifying suitable saddles to short list for fitting whilst working under supervision.

Continuous Professional Development (CPD) within job role attained

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

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

Employee rights and responsibilities

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 for this pathway through a dedicated mandatory unit that also addresses Health and Safety:

- Level 2 Diploma In Saddlery - (600/0256/6);
- 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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;

- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 2, Pathway 6: Dry Cleaning

Description of this pathway

Intermediate Apprenticeship in Fashion and Textiles (**Dry Cleaning**)

This pathway has been removed.

The knowledge qualification offered by both PAA\VQ-SET and Pearson now withdrawn.
Replacement Standard development underway.

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

N/A

Job title(s)	Job role(s)
--------------	-------------

(no information)

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Progression routes into and from this pathway

N/A

Employee rights and responsibilities

N/A

Level 2, Pathway 7: Laundry

Description of this pathway

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

This pathway has been removed.

The knowledge qualification offered by both PAA\VQ-SET and Pearson now withdrawn.
Replacement Standard development underway.

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

N/A

Job title(s)	Job role(s)
--------------	-------------

(no information)

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

N/A

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Progression routes into and from this pathway

N/A

Employee rights and responsibilities

N/A

Level 2, Pathway 8: Textile Care Services

Description of this pathway

Intermediate Apprenticeship in Fashion and Textiles (**Textile Care Services**)

This pathway has been removed.

The knowledge qualification offered by both PAA\VQ-SET and Pearson now withdrawn.
Replacement Standard development underway.

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

N/A

Job title(s)	Job role(s)
--------------	-------------

(no information)

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

N/A

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Progression routes into and from this pathway

N/A

Employee rights and responsibilities

N/A

Level 2, Pathway 9: Leather Production

Description of this pathway

Intermediate Apprenticeship in Fashion and Textiles (**Leather Production**)

Total minimum credit value for this pathway is **48** credits:

- Competence Qualification - 18 Credits;
- Knowledge Qualification - 20 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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)
Leather Tanner	Leather Tanners are responsible for the process of turning raw animal hides and skins into leather using a number of processes such as scouring, softening, and splitting.
Leather Trimmer/ Finisher	Responsible for the quality of the finished product using various processes, such as cutting, stretching and flexing the leather to specified shapes to make it soft and pliable, operating buffing machines and finishing by spraying the leather hides with solutions.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Footwear and Leather (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/6572/5	ABC Awards	18	110	N/A

C2 - Level 2 NVQ Certificate in Footwear and Leather					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	600/4139/0	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

Knowledge qualifications available to this pathway (cont.)

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 Competence qualification (C1/C2) covers the whole of this diverse sector. The relevant pathway available within this qualification is:

- Pathway 7 - Leather Production.

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 leather production sector there are a further three units that are unique to that sub-sector pathway.

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

Leather Production 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];
- **Leathers used in the Manufacture of Leather Goods** [A/600/1791];
- **Non-leather materials used in the Manufacture of Leather Goods** [F/600/1792];
- **Leather Goods Manufacturing Techniques - Cutting, Sewing and Finishing Operations** [T/600/1806].

The units are based on National Occupational Standards for Footwear and Leather goods 2008/2009. Further units will be developed in the future, to reflect the needs of the industry.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the leather sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

Prior study/qualifications for entry onto the Intermediate Apprenticeship in Fashion and Textiles (Leather Production pathway)

There are no specific qualification requirements for entry onto the Intermediate Apprenticeship in Fashion and Textiles, but examples of qualifications that may provide a useful grounding 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;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 1/2 Textiles qualifications;
- NCFE Level 1/2 Creative Craft qualifications (Textiles);
- City and Guilds Level 1/2 Creative Techniques suite (Textiles);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Progression from the Intermediate Apprenticeship in Fashion and Textiles (Leather Production pathway)

Progression can be directed to:

- Advanced Apprenticeship in Fashion and Textiles (Leather Production);
- Level 3 NVQ in Footwear and Leather (ABC);
- 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 (Textiles);
- 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 Advanced Apprenticeship in Fashion and Textiles (Leather Production pathway)

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their

framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3

Title for this framework at level 3

Advanced Apprenticeship in Fashion and Textiles

Pathways for this framework at level 3

Pathway 1:	Textiles
Pathway 2:	Apparel
Pathway 3:	Leather goods
Pathway 4:	Footwear
Pathway 5:	Saddlery
Pathway 6:	Tailoring
Pathway 7:	Leather Production

Level 3, Pathway 1: Textiles

Description of this pathway

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

Total minimum credit value for this pathway is **84** credits:

- Competence Qualification - 37 Credits;
- Knowledge Qualification - 37 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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 knit 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 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).

Mandatory units

- Managing health and safety and employer rights and responsibilities within the textile industry [H/502/6299];
- General Textile Technology [R/502/2264];
- Managing Quality Standards: Textile Production [D/502/2266].

Textiles 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.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the textiles sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

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

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

Further Education

- ABC Awards Level 2 Fashion and Textiles portfolio;
- NOCN Level 2 Skills for the Fashion Industry;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 2 Textiles qualifications;
- NCFE Level 2 Creative Craft qualifications (Textiles);
- City and Guilds Level 2 Creative Techniques suite (Textiles);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Work-based learning

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

The Advanced apprentice will be able to progress to the Level 4 Diploma in Technical Textiles and Apparel (Ofqual Ref: 60117849). This Diploma 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 Diploma in Technical Textiles and Apparel 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

Higher Education progression

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

- Bsc (Hons) Textile Technology.

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

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

UCAS points for this pathway: N/A

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3, Pathway 2: Apparel

Description of this pathway

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

Total minimum credit value for this pathway is **88** credits:

- Competence Qualification - 33 Credits;
- Knowledge Qualification - 45 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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 manufactures 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

Knowledge qualifications available to this pathway (cont.)

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.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the apparel sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

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

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

Further Education

- ABC Awards Level 2 Fashion and Textiles portfolio;
- NOCN Level 2 Skills for the Fashion Industry;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 2 Fashion/Textiles qualifications;
- NCFE Level 2 Creative Craft qualifications;
- City and Guilds Level 2 Creative Techniques suite (Textiles) or (Fashion);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Work-based learning

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

The Advanced apprentice will be able to progress to the Level 4 Diploma in Technical Textiles and Apparel (Ofqual Ref: 60117849). This Diploma 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 Diploma in Technical Textiles and Apparel 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);
- Sales Manager (Apparel and Textiles Goods).

Further work-based learning

Sector specific training can also be accessed via Relevant Trade Associations and Professional Bodies.

Higher Education progression

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

- BA (Hons) Clothing Design Technology.

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

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

UCAS points for this pathway: N/A

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3, Pathway 3: Leather goods

Description of this pathway

Advanced Apprenticeship in Fashion and Textiles (**Leather goods**)

Total minimum credit value for this pathway is **87** credits:

- Competence Qualification - 32 Credits;
- Knowledge Qualification - 45 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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)
Leather goods Team Leader / Supervisor	A Leather goods Team Leader / Supervisor will require extensive knowledge of production processes to produce Leather goods products. They will also be responsible for the performance of a team on a daily basis.
Leathergoods Designer	Leathergoods Designers create designs for many different types of leathergoods. These could be for high-end designers (known as 'haute couture'), designer labels and high street brands.
Pattern Cutter (Manual / CAD)	A Pattern Cutter is responsible for turning a design into a working pattern. The job role will involve creating complex patterns which are suitable for production, and meet company and customer requirements.
Sample Machinist	Sample Machinists are a key part of the design team. They work closely with designers and pattern cutters to create the first made-up sample of a Leathergoods design.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Certificate in Footwear and Leather (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/6482/4	ABC Awards	32	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 Competence qualification (C1) covers the whole of this diverse sector. Relevant pathways available within this qualification are:

- Pathway 1 - Footwear & Leather goods Production (Mixed); **or**
- Pathway 6 - Leather goods Production.

Note- The above pathways are to enable the employer/provider to choose the most relevant and appropriate pathway to follow.

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 leather goods sector there are a further three optional units that can be contextualised.

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

Leather goods 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];

Optional Units (3 units 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 Footwear and Leather goods 2008/2010. Further units will be developed in the future, to reflect the needs of the industry.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the leather sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

Prior study/qualifications for entry into the Advanced Apprenticeship in Fashion and Textiles (Leather goods pathway)

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

Further Education

- ABC Awards Level 2 Fashion and Textiles portfolio;
- NOCN Level 2 Skills for the Fashion Industry;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 2 Textiles qualifications;
- NCFE Level 2 Creative Craft qualifications (Textiles);
- City and Guilds Level 2 Creative Techniques suite (Textiles);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Work-based learning

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

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 Advanced Apprenticeship in Fashion and Textiles (Leather goods pathway)

The Advanced apprentice will be able to progress to the Level 4 Diploma in Technical Textiles and Apparel (Ofqual Ref: 60117849). This Diploma 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 Diploma in Technical Textiles and Apparel 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;
- Procurement Manager (Apparel and Textiles Goods);
- Textile Quality Controller;
- Logistics Manager (Textile Finished Goods);
- Marketing Manager (Apparel and Textile Goods);
- Sales Manager (Apparel and Textiles Goods).

Further work-based learning

Sector specific training can also be accessed via Relevant Trade Associations and Professional Bodies.

Higher Education progression

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

- BSc (Hons) in Leather Technology;
- Cordwainers courses.

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 leather related subjects, please see the UCAS website www.ucas.ac.uk

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

UCAS points for this pathway: N/A

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3, Pathway 4: Footwear

Description of this pathway

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

Total minimum credit value for this pathway is **87** credits:

- Competence Qualification - 32 Credits;
- Knowledge Qualification - 45 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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)
Footwear Team Leader / Supervisor	A Footwear Team Leader / Supervisor will require extensive knowledge of production processes to produce Footwear products. They will also be responsible for the performance of a team on a daily basis.
Footwear Designer	Footwear Designers create designs for many different types of footwear. These could be for high-end designers (known as 'haute couture'), designer labels, high street brands and sportswear or specialist footwear companies.
Shoe Repairer	Shoe Repairers mend footwear and other accessories such as belts and bags. Most are based in high street shops, where they will combine their shoe repairing work with services such as key cutting, watch repair and engraving.
Production Pattern Cutter (Manual / CAD)	A Pattern Cutter is responsible for turning a design into a working pattern. The job role will involve creating complex patterns which are suitable for production, and meet company and customer requirements.
Bespoke Pattern Cutter (Manual / CAD)	Responsibilities as the Production Pattern Cutter but working on bespoke (Made to Measure) or orthopaedic products.
Bespoke Footwear Technician	Bespoke Footwear Technician is responsible for the 'making up' of bespoke or orthopaedic shoes. Responsibilities include Hand lasting and making.
Sample Machinist	Sample Machinists are a key part of the design team. They work closely with designers and pattern cutters to create the first made-up sample of a Footwear design.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Certificate in Footwear and Leather (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/6482/4	ABC Awards	32	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 Competence qualification (C1) covers the whole of this diverse sector. Relevant pathways available within this qualification are:

- Pathway 1 - Footwear & Leather goods Production (Mixed); **or**
- Pathway 2 - Footwear Production; **or**
- Pathway 3 - Handcraft / Bespoke / Orthopaedic Footwear Production; **or**
- Pathway 4 - Footwear repair and associated services.

Note- The above pathways are to enable the employer/provider to choose the most relevant and appropriate pathway to follow.

The Knowledge qualification (K1/K2) provides the underpinning knowledge and understanding for 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 footwear sector there are a further three units that are unique to that sub-sector pathway.

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

Footwear 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 footwear production** [R/601/7852];
- **Materials used in the manufacture of footwear** [H/601/7855].

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 Footwear and Leather goods 2008/2010. Further units will be developed in the future, to reflect the needs of the industry.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the footwear sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

Prior study/qualifications for entry into the Advanced Apprenticeship in Fashion and Textiles (Footwear pathway)

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

Further Education

- ABC Awards Level 2 Fashion and Textiles portfolio;
- NOCN Level 2 Skills for the Fashion Industry;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 2 Textiles qualifications;
- NCFE Level 2 Creative Craft qualifications (Textiles);
- City and Guilds Level 2 Creative Techniques suite (Textiles);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Work-based learning

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

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 Advanced Apprenticeship in Fashion and Textiles (Footwear pathway)

The Advanced apprentice will be able to progress to the Level 4 Diploma in Technical Textiles and Apparel (Ofqual Ref: 60117849). This Diploma 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 Diploma in Technical Textiles and Apparel 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;
- Procurement Manager (Apparel and Textiles Goods);
- Textile Quality Controller;
- Logistics Manager (Textile Finished Goods);
- Marketing Manager (Apparel and Textile Goods);
- Sales Manager (Apparel and Textiles Goods).

Further work-based learning

Sector specific training can also be accessed via Relevant Trade Associations and Professional Bodies.

Higher Education progression

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

- Foundation Degree in Footwear;
- Cordwainers Footwear courses.

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 footwear related subjects, please see the UCAS website www.ucas.ac.uk

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

UCAS points for this pathway: N/A

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3, Pathway 5: Saddlery

Description of this pathway

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

This pathway has been removed.

The replacement Standard ready for delivery (**Bespoke Saddler**)

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

N/A

Job title(s)	Job role(s)
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(no information)

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

N/A

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Progression routes into and from this pathway

N/A

UCAS points for this pathway: N/A

Employee rights and responsibilities

N/A

Level 3, Pathway 6: Tailoring

Description of this pathway

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

Total minimum credit value for this pathway is **92** credits:

- Competence Qualification - 37 Credits;
- Knowledge Qualification - 45 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the tailoring sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

Prior study/qualifications for entry into the Advanced Apprenticeship in Fashion and Textiles (Tailoring pathway)

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

Further Education

- ABC Awards Level 2 Fashion and Textiles portfolio;
- NOCN Level 2 Skills for the Fashion Industry;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 2 Fashion / Textiles qualifications;
- NCFE Level 2 Creative Craft qualifications;
- City and Guilds Level 2 Creative Techniques suite (Textiles) or (Fashion);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Work-based learning

- Level 2 NVQ in Manufacturing Sewn Products (ABC/Pearson);
- ABC Awards Level 2 Certificate in Apparel, Footwear, Leather or Textile Production (ABC/Pearson)
- Intermediate 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 Advanced Apprenticeship in Fashion and Textiles (Tailoring pathway)

The Advanced apprentice will be able to progress to the Level 4 Diploma in Technical Textiles and Apparel (Ofqual Ref: 60117849). This Diploma 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 Diploma in Technical Textiles and Apparel 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.

Further work-based learning

- Sector specific training can also be accessed via Relevant Trade Associations and Professional Bodies.

Higher Education progression

Progression from the Advanced Apprenticeship in Fashion and Textiles should be articulated to relevant Level 4 programmes of learning. Advanced apprentices can progress to higher or

professional levels such as Foundation Degrees, Higher National Diplomas/Certificates, BA Honours Degrees and related professional courses. An example of progression could be:

- BA (Hons) in 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

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

UCAS points for this pathway: N/A

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3, Pathway 7: Leather Production

Description of this pathway

Advanced Apprenticeship in Fashion and Textiles (Leather Production)

Total minimum credit value for this pathway is **87** credits:

- Competence Qualification - 32 Credits;
- Knowledge Qualification - 45 Credits;
- Transferable Skills - 10 Credits (English and Maths).

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)
Tannery Process Supervisor	Tannery Process Supervisors supervise and manage the process of the conversion of raw hides and skins into leather. Process supervisors also coordinate the work of employees in different leather manufacturing areas.
Leather Technician / Technologist	A Leather Technician / Technologist covers a range of different areas, from experimenting with dyes and finishes to permanently preserving the leather to create the desired look.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Certificate in Footwear and Leather (NVQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/6482/4	ABC Awards	32	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 Competence qualification (C1) covers the whole of this diverse sector. The relevant pathway available within this qualification is:

- Pathway 7 - Leather Production.

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 leather goods sector there are a further three optional units that can be contextualised.

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

Leather Production 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];

Optional Units (3 units 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 Footwear and Leather goods 2008/2010. Further units will be developed in the future, to reflect the needs of the industry.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES ☐

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** ☐ **NO** ☐

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES ☐

If YES, please state the grade/level required for ICT:

Initial consultation undertaken in late 2010 with employers revealed that ICT would not be a requirement within this pathway offer as it is not relevant to performance in most occupations covered. Concentration would be around traditional manufacturing skills that would use sector specific machinery.

Where ICT skills could be required in some job roles this would be around specific sector CAD/CAM vendor endorsed software packages, where training will be bespoke to both company and employee requirements in a sector setting and not a traditional ICT environment.

Employer consultation carried out with the leather sector in late 2012 further endorsed omitting ICT within this pathway offer.

Progression routes into and from this pathway

Prior study/qualifications for entry into the Advanced Apprenticeship in Fashion and Textiles (Leather Production pathway)

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

Further Education

- ABC Awards Level 2 Fashion and Textiles portfolio;
- NOCN Level 2 Skills for the Fashion Industry;
- GCSE in Design and Technology: Textiles Technology;
- Pearson Level 2 Textiles qualifications;
- NCFE Level 2 Creative Craft qualifications (Textiles);
- City and Guilds Level 2 Creative Techniques suite (Textiles);
- Functional Skills, or their equivalent in English and Maths at Level 1 or 2.

Work-based learning

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

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 Advanced Apprenticeship in Fashion and Textiles (Leather Production pathway)

The Advanced apprentice will be able to progress to the Level 4 Diploma in Technical Textiles and Apparel (Ofqual Ref: 60117849). This Diploma 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 Diploma in Technical Textiles and Apparel 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;
- Procurement Manager (Apparel and Textiles Goods);
- Textile Quality Controller;
- Logistics Manager (Textile Finished Goods);
- Marketing Manager (Apparel and Textile Goods);
- Sales Manager (Apparel and Textiles Goods).

Further work-based learning

- Sector specific training can also be accessed via Relevant Trade Associations and Professional Bodies.

Higher Education progression

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

- BSc (Hons) in Leather Technology;
- Cordwainers courses.

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 leather related subjects, please see the UCAS website www.ucas.ac.uk

For wider Fashion & Textiles employment and training information please visit www.ukft.org/ or e-mail apprenticeships@ukft.org

UCAS points for this pathway: N/A

Employee rights and responsibilities

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) to the 'certifying authority' in order to evidence completion of ERR.

For further detail on the signposting and documentation for ERR, please email apprenticeships@ukft.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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. The framework is important as Labour Force Survey 2010 analysis for the Fashion and Textiles sector reveals 51 per cent of employees were aged over 45 while only nine per cent are aged 24 and under. By sub-sector, analysis reveals that an older workforce is found within the Textiles and Laundry and Dry-Cleaning sub-sectors with the Apparel sub-sector employers having a higher proportion of younger workers.

This issue has to be addressed in order to keep the fashion and textiles sector competitive in the wake of global competition and as experienced skilled staff near retirement. Historically recruitment of young people into the industry has been a struggle for many employers and the main barrier to recruitment is 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.

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 the positive image of the fashion and textiles sector.

Representation of women varies greatly across the fashion and textiles sector. Labour Force Survey 2010 analysis indicates that 50 per cent of the fashion and textiles workforce are female. By sub-sector these proportions vary with women being over represented within the apparel sub-sector whilst to lower representation within the Footwear, Leather and Leather goods sub-sector.

Black, Asian and Minority Ethnic (BAME) representation also varies greatly across the sector. 18 per cent of the workforce is from a BAME background with higher proportions of BAMEs employed within the Apparel and Laundry and Dry-Cleaning sub-sectors to lower representation within the Textiles and Footwear, Leather and Leather goods sub-sector.

Workers within the Fashion and Textiles sector who are described as disabled under the Disability Discrimination Act definition or work-limiting disabled within the sector stands at 15 per cent with little variation from this figure across the sub-sectors.

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 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.

For more details on research into the makeup of the sector, visit the UKFT website www.ukft.org

On and off the job guided learning (England)

Total GLH for each pathway

Total on- and off-the-job minimum Guided Learning Hours (GLH)

The total amount of minimum Guided Learning Hours (GLH) for the framework, which includes on the job learning (Competence qualification (C1/C2) and non-accredited GLH activity) and off-workstation learning (Knowledge qualification (K1 / K2), 2 x 'transferable skills qualifications' and non-accredited GLH activity), are confirmed below for each pathway of the Fashion and Textiles Apprenticeship framework. If the apprentice does not complete in the stated timescales they are entitled to the remaining framework GLH in the subsequent period of delivery to a minimum of 280 GLH pro rata.

Intermediate Apprenticeship in Fashion and Textiles (over 12 months)

- Pathway 1 Textiles - 500GLH;
- Pathway 2 Apparel - 430GLH;
- Pathway 3 Leather goods - 430GLH;
- Pathway 4 Footwear - 430GLH;
- Pathway 5 Saddlery - 535GLH;
- Pathway 9 Leather Production - 430GLH.

Advanced Apprenticeship in Fashion and Textiles (over 24 months)

- Pathway 1 Textiles - 690GLH (345GLH per 12 month delivery);
- Pathway 2 Apparel - 660GLH (330GLH per 12 month delivery);
- Pathway 3 Leather goods - 660GLH (330GLH per 12 month delivery);
- Pathway 4 Footwear - 660GLH (330GLH per 12 month delivery);
- Pathway 6 Tailoring - 640GLH (320GLH per 12 month delivery);
- Pathway 7 Leather Production - 660GLH (330 GLH per 12 month delivery).

Definition of non-accredited GLH 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 GLH per 12 months and activities include:

Off-the-job

- On going recording of PLTS achievement;
- Induction/enrichment activities;
- Progress reviews/mentoring sessions with assessor/tutor.

On-the-job

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

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 minimum duration time to complete the Fashion and Textiles Intermediate Apprenticeship is 12 months and the Fashion and Textiles Advanced Apprenticeship is a minimum of 24 months.

These timescales are meant as an indication only and will depend on individuals' particular employment 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 and PLTS, he/she will be deemed to have successfully completed the relevant Fashion and Textiles Apprenticeship.

Minimum off-the-job guided learning hours

Intermediate Apprenticeship in Fashion and Textiles (over 12 months at minimum)

Pathway 1 Textiles - 306 GLH

- Transferable skills qualifications – 90 GLH (Approximately 18% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 180 GLH (36%);
- Non-accredited GLH activity – 36 GLH (7%).

Pathway 2 Apparel - 306 GLH

- Transferable skills qualifications – 90 GLH (Approximately 21% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 180 GLH (42%);
- Non-accredited GLH activity – 36 GLH (8%).

Pathway 3 Leather goods - 306 GLH

- Transferable skills qualifications – 90 GLH (Approximately 21% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 180 GLH (42%);
- Non-accredited GLH activity – 36 GLH (8%).

Pathway 4 Footwear - 306 GLH

- Transferable skills qualifications – 90 GLH (Approximately 21% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 180 GLH (42%);
- Non-accredited GLH activity – 36 GLH (8%).

Pathway 5 Saddlery - 411 GLH

- Transferable skills qualifications – 90 GLH (Approximately 17% of total on and off GLH for the framework);
- Knowledge qualification (K1) – 285 GLH (53%);
- Non-accredited GLH activity – 36 GLH (7%).

Pathway 9 Leather Production - 306 GLH

- Transferable skills qualifications – 90 GLH (Approximately 21% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 180 GLH (42%);
- Non-accredited GLH activity – 36 GLH (8%).

Advanced Apprenticeship in Fashion and Textiles (over 24 months at minimum)

Pathway 1 Textiles - 442 GLH

- Transferable skills qualifications – 90 GLH (Approximately 13% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 280 GLH (40.5%);
- Non-accredited GLH activity – 72 GLH (10.5%).

Pathway 2 Apparel - 432 GLH

- Transferable skills qualifications – 90 GLH (Approximately 13.5% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 270 GLH (41%);
- Non-accredited GLH activity – 72 GLH (11%).

Pathway 3 Leather goods- 432 GLH

- Transferable skills qualifications – 90 GLH (Approximately 13.5% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 270 GLH (41%);
- Non-accredited GLH activity – 72 GLH (11%).

Pathway 4 Footwear - 432 GLH

- Transferable skills qualifications – 90 GLH (Approximately 13.5% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 270 GLH (41%);
- Non-accredited GLH activity – 72 GLH (11%).

Pathway 6 Tailoring - 432 GLH

- Transferable skills qualifications – 90 GLH (Approximately 14% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 270 GLH (42%);
- Non-accredited GLH activity – 72 GLH (11.5%).

Pathway 7 Leather Production- 432 GLH

- Transferable skills qualifications – 90 GLH (Approximately 13.5% of total on and off GLH for the framework);
- Knowledge qualification (K1/K2) – 270 GLH (41%);
- Non-accredited GLH activity – 72 GLH (11%).

How this requirement will be met

Off-the-job GLH take place away from the pressures of the workplace. Off-the-job GLH 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 GLH 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 GLH 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.

Non-accredited GLH Allocation (Off-the-job) - 36 GLH per 12 months to include:

- Progress reviews/mentoring sessions with assessor/tutor - 12 hrs;
- On going recording of PLTS achievement - 12 hrs;
- Induction/enrichment activities - 12hrs.

Evidence of Off-the-job GLH:

- Relevant Knowledge qualification (K1/K2) for the chosen sector pathway (to also verify completion of ERR unit);
- Evidence of achievement of transferable skills;
- Personal Learning and Thinking Skills - Signposting and Assessment Checklist form completed and signed off by the apprentice and provider.

Certification Requirements for GLH

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Minimum on-the-job guided learning hours

Intermediate Apprenticeship in Fashion and Textiles (over 12 months at minimum)

Pathway 1 Textiles - 194 GLH

- Competence qualification (C1) - 180 GLH (Approximately 36% of total on and off GLH for

the framework);

- Non-accredited GLH activity – 14 GLH (3%).

Pathway 2 Apparel - 124 GLH

- Competence qualification (C1/C2) - 110 GLH (Approximately 25.5% of total on and off GLH for the framework);
- Non-accredited GLH activity – 14 GLH (3.5%).

Pathway 3 Leather goods - 124 GLH

- Competence qualification (C1/C2) - 110 GLH (Approximately 25.5% of total on and off GLH for the framework);
- Non-accredited GLH activity – 14 GLH (3.5%).

Pathway 4 Footwear - 124 GLH

- Competence qualification (C1/C2) - 110 GLH (Approximately 25.5% of total on and off GLH for the framework);
- Non-accredited GLH activity – 14 GLH (3.5%).

Pathway 5 Saddlery - 124 GLH

- Competence qualification (C1/C2) - 110 GLH (Approximately 20% of total on and off GLH for the framework);
- Non-accredited GLH activity – 14 GLH (3%).

Pathway 9 Leather Production - 124 GLH

- Competence qualification (C1/C2) - 110 GLH (Approximately 25.5% of total on and off GLH for the framework);
- Non-accredited GLH activity – 14 GLH (3.5%).

Advanced Apprenticeship in Fashion and Textiles (over 24 months at minimum) Pathway 1

Textiles - 248 GLH

- Competence qualification (C1) - 220 GLH (Approximately 32% of total on and off GLH for the framework);
- Non-accredited GLH activity – 28 GLH (4%).

Pathway 2 Apparel - 228 GLH

- Competence qualification (C1/C2) - 200 GLH (Approximately 30% of total on and off GLH for the framework);
- Non-accredited GLH activity – 28 GLH (4.5%).

Pathway 3 Leather goods - 228 GLH

- Competence qualification (C1) - 200 GLH (Approximately 30% of total on and off GLH for the framework);
- Non-accredited GLH activity – 28 GLH (4.5%).

Pathway 4 Footwear - 228 GLH

- Competence qualification (C1) - 200 GLH (Approximately 30% of total on and off GLH for the framework);
- Non-accredited GLH activity – 28 GLH (4.5%).

Pathway 6 Tailoring - 208 GLH

- Competence qualification (C1) - 180 GLH (Approximately 30% of total on and off GLH for the framework);
- Non-accredited GLH activity – 28 GLH (4.5%).

Pathway 7 Leather Production - 228 GLH

- Competence qualification (C1) - 200 GLH (Approximately 30% of total on and off GLH for the framework);
- Non-accredited GLH activity – 28 GLH (4.5%).

How this requirement will be met

On-the-job GLH 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 GLH 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 GLH 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 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.

Non-accredited GLH Allocation (On-the-job) - 14 GLH per 12 months to include:

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

Evidence of On-the-job GLH:

- Relevant Competence qualification (C1/C2) for the chosen sector pathway (to also verify completion of ERR unit);
- Personal Learning and Thinking Skills - Signposting and Assessment Checklist completed and signed off by the apprentice and provider.

Certification Requirements for GLH

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

The assessment and achievement of the mandatory units within either the Knowledge (K1/K2) or Competence (C1/C2) qualifications constitutes the achievement of this PLTS. UKFT has produced sector documents for the appropriate level. These documents are known as the '**Personal Learning and Thinking Skills - Signposting and Assessment Checklist**'. The 'PLTS Assessment checklist' can be used by assessors to formally assess and record the achievement of PLTS that have been demonstrated by the candidate and referenced within portfolios. Providers must incorporate these appropriately into their delivery of the above units and apprentices must record when and how they have used PLTS to get tasks done in the workplace.

Time has been allocated in the overall framework GLH (please see the GLH section of this document) to allow for both ongoing dialogue between assessor and learner to review progress towards achievement and the final formal assessment of PLTS. Training providers must incorporate the PLTS appropriately into their delivery of the units, and share this information with the apprentice and employer so all parties are aware of the ways in which each PLTS is met. It is important that apprentices are introduced to PLTS during induction and for PLTS to be reiterated throughout delivery of the framework.

Please note - Awarding organisations are not responsible for quality assuring the achievement of PLTS within their qualifications.

For further detail on the signposting and documentation for PLTS, please email apprenticeships@ukft.org

Certification Requirements for PLTS

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on- and off-the-job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

When applying for certification, apprentices will be required by the 'certifying authority' to provide a record of successful demonstration of these skills by the submission of the completed 'Personal Learning and Thinking Skills - Signposting and Assessment Checklist' (the provider can facilitate this process on behalf of the apprentice also). **Please note** - the checklist must still be signed by both the provider and the apprentice.

Creative thinking

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Skills, behaviours and personal qualities:

- generate ideas and explore possibilities;
- ask questions to extend their thinking;
- connect their own and others' ideas and experiences in inventive ways;
- question their own and others' assumptions;
- try out alternatives or new solutions and follow ideas through;
- adapt ideas as circumstances change.

Delivery

The Creative Thinking PLTS has been mapped by UKFT, awarding organisations, providers, sector assessors and sector specialists into either/both the Competence (C1/C2) and Knowledge (K1/K2) qualifications for each of the sector pathways. This will signpost the potential assessment opportunities in each of the mandatory units for Personal, Learning and Thinking Skills areas. This approach aids both flexibility for assessment and increases opportunities for evidence.

Independent enquiry

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities:

- identify questions to answer and problems to resolve;
- plan and carry out research, appreciating the consequences of decisions;
- explore issues, events or problems from different perspectives;
- analyse and evaluate information, judging its relevance and value;
- consider the influence of circumstances, beliefs and feelings on decisions and events;
- support conclusions, using reasoned arguments and evidence.

Delivery

The Independent Enquiry PLTS has been mapped by UKFT, awarding organisations, providers, sector assessors and sector specialists into either/both the Competence (C1/C2) and Knowledge (K1/K2) qualifications for each of the sector pathways. This will signpost the potential assessment opportunities in each of the mandatory units for Personal, Learning and Thinking Skills areas. This approach aids both flexibility for assessment and increases opportunities for evidence.

Reflective learning

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Skills, behaviours and personal qualities:

- assess themselves and others, identifying opportunities and achievements;
- set goals with success criteria for their development and work;
- review progress, acting on the outcomes;
- invite feedback and deal positively with praise, setbacks and criticism;
- evaluate experiences and learning to inform future progress;
- communicate their learning in relevant ways for different audiences.

Delivery

The Reflective Learning PLTS has been mapped by UKFT, awarding organisations, providers, sector assessors and sector specialists into either/both the Competence (C1/C2) and Knowledge (K1/K2) qualifications for each of the sector pathways. This will signpost the potential assessment opportunities in each of the mandatory units for Personal, Learning and Thinking Skills areas. This approach aids both flexibility for assessment and increases opportunities for evidence.

Team working

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Skills, behaviours and personal qualities:

- collaborate with others to work towards common goals;
- reach agreements, managing discussions to achieve results;
- adapt behaviour to suit different roles and situations, including leadership roles;
- show fairness and consideration to others;
- take responsibility, showing confidence in themselves and their contribution;
- provide constructive support and feedback to others.

Delivery

The Team Working PLTS has been mapped by UKFT, awarding organisations, providers, sector assessors and sector specialists into either/both the Competence (C1/C2) and Knowledge (K1/K2) qualifications for each of the sector pathways. This will signpost the potential assessment opportunities in each of the mandatory units for Personal, Learning and Thinking Skills areas. This approach aids both flexibility for assessment and increases opportunities for evidence.

Self management

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Skills, behaviours and personal qualities:

- seek out challenges or new responsibilities and show flexibility when priorities change;
- work towards goals, showing initiative, commitment and perseverance;
- organise time and resources, prioritising actions;
- anticipate, take and manage risks;
- deal with competing pressures, including personal and work-related demands;
- respond positively to change, seeking advice and support when needed;
- manage their emotions, and build and maintain relationships.

Delivery

The Self Management PLTS has been mapped by UKFT, awarding organisations, providers, sector assessors and sector specialists into either/both the Competence (C1/C2) and Knowledge (K1/K2) qualifications for each of the sector pathways. This will signpost the

potential assessment opportunities in each of the mandatory units for Personal, Learning and Thinking Skills areas. This approach aids both flexibility for assessment and increases opportunities for evidence.

Effective participation

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Skills, behaviours and personal qualities:

- discuss issues of concern, seeking resolution where needed;
- present a persuasive case for action;
- propose practical ways forward, breaking these down into manageable steps;
- identify improvements that would benefit others as well as themselves;
- try to influence others, negotiating and balancing diverse views to reach workable solutions;
- act as an advocate for views and beliefs that may differ from their own.

Delivery

The Effective Participation PLTS has been mapped by UKFT, awarding organisations, providers, sector assessors and sector specialists into either/both the Competence (C1/C2) and Knowledge (K1/K2) qualifications for each of the sector pathways. This will signpost the potential assessment opportunities in each of the mandatory units for Personal, Learning and Thinking Skills areas. This approach aids both flexibility for assessment and increases opportunities for evidence.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

The assessment and achievement of the mandatory units within either the Knowledge (K1/K2) or Competence (C1/C2) qualifications constitutes the achievement of this PLTS. UKFT has produced sector documents for the appropriate level. These documents are known as the '**Personal Learning and Thinking Skills - Signposting and Assessment Checklist**'. The 'PLTS Assessment checklist' can be used by assessors to formally assess and record the achievement of PLTS that have been demonstrated by the candidate and referenced within portfolios. Providers must incorporate these appropriately into their delivery of the above units and apprentices must record when and how they have used PLTS to get tasks done in the workplace.

Time has been allocated in the overall framework GLH (please see the GLH section of this document) to allow for both ongoing dialogue between assessor and learner to review progress towards achievement and the final formal assessment of PLTS. Training providers must incorporate the PLTS appropriately into their delivery of the units, and share this information with the apprentice and employer so all parties are aware of the ways in which each PLTS is met. It is important that apprentices are introduced to PLTS during induction and for PLTS to be reiterated throughout delivery of the framework.

Please note - Awarding organisations are not responsible for quality assuring the achievement of PLTS within their qualifications.

For further detail on the signposting and documentation for PLTS, please email apprenticeships@ukft.org

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness

- and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship FRAMEWORK

For more information visit-
www.acecerts.co.uk/framework_library