

# apprenticeship FRAMEWORK

## Higher Apprenticeship in Fashion and Textiles: Technical - Level 4 (England)

### Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

[afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR02502](http://afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR02502)

Issue date: 13 November 2013

Issued by  
Creative Skillset

apprenticeship  
FRAMEWORKS ONLINE  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)

Document status:  
**Issued**

# Higher Apprenticeship in Fashion and Textiles:Technical - Level 4 (England)

## Contents

Framework summary .....	3
Framework information .....	4
Contact information .....	6
Revising a framework .....	7
Purpose of the framework .....	8
Entry conditions .....	11
Level 4: Higher Apprenticeship in Fashion and Textiles:Technical .....	14
Pathway 1: Technical Textiles .....	15
Pathway 2: Product Development and Sourcing .....	25
Equality and diversity .....	36
On and off the job guided learning .....	38
Personal learning and thinking skills .....	39
Additional employer requirements .....	40

# Framework summary

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

### Higher Apprenticeship in Fashion and Textiles:Technical

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 4 include:

##### Pathway 1: Technical Textiles

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

B1 - Level 4 Diploma in Technical Textiles and Apparel (QCF)

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

##### Pathway 2: Product Development and Sourcing

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

B1 - Level 4 Diploma in Technical Textiles and Apparel (QCF)

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

# Framework information

## Information on the Issuing Authority for this framework:

### Creative Skillset

The Apprenticeship sector for occupations in creative and digital media, broadcast, journalism, fashion and textiles, advertising and marketing communications, set crafts and photo imaging.

Issue number: 3	<b>This framework includes:</b>
Framework ID: FR02502	Level 4
Date this framework is to be reviewed by: 31/08/2015	<b>This framework is for use in: England</b>

## Short description

The Creative Industries have customarily relied on graduates to meet higher level skills needs. However, fashion and textiles employers are seeking a supply of new entrants with the right innovative and technical skills. It has been identified by employers that there is a need for a Higher Apprenticeship at level four to cover the higher level technical roles within the industry and to provide progression routes for those on the Advanced Apprenticeship in Fashion and Textiles framework.

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

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

- Technical Textiles
- Product Development and Sourcing

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

Product Development and Sourcing is also important to the future success of the fashion and textiles sector; in particular the apparel, textiles/technical textiles, footwear and leather sub-sectors. Due to the rapid changes that have occurred within the environment and in the face of low cost competition, fashion and textiles businesses are increasingly reliant upon implementing cost effective product development initiatives to enable them to compete within the global market.

The key technical skills and knowledge covered by this framework are in short supply and vital to the sectors success. Findings from the 2011 Employer Skills Survey found strong evidence of employers reporting both skills shortages and gaps in the occupational areas addressed by the framework.

Creative Skillset along with The Textile Centre of Excellence (TCoE) and North West Textile Network (NWtexnet) supported by other intermediary associates, engaged and consulted a range of employers in 2012 to identify the skills needs in the sector.

Technical Textiles pathway - TCoE, as a not for profit member based organisation, led consultations involving their own Board of Directors, their membership (seventy four companies contacted in the development phase) and recognised key players from non-member textile companies.

Product Development and Sourcing pathway - consultation led by NWtexnet was designed in response to employer take up of the pilot programme, Advanced Skills for Advanced Manufacturing (ASAM). Twenty five companies have participated in the programme in the last two years. Demand was identified by employers nationally across the sectors for a new higher level Apprenticeship.

# Contact information

## Proposer of this framework

The organisations proposing this framework are The Textile Centre of Excellence (representing 82 textile member companies) and The North West Textile Network (representing 120 member sector related companies).

Creative Skillset also consulted with individual companies on both structure and development of the framework. These companies include Asos, Camira Fabrics, Evedon Ltd., Henri Lloyd, New Look, Panaz, Rowlinson Knitwear, The Garment Studio and Westwood Yarns.

## Developer of this framework

Name: John West  
Organisation: Creative Skillset  
Organisation type: Sector Skills Council  
Job title: Development Manager  
Phone: 07976 868 477  
Email: [Johnw@creativeskillset.org](mailto:Johnw@creativeskillset.org)  
Postal address: Creative Skillset  
VTR North, The Old Brewery  
High Court  
Leeds LS2 7ES  
Website: [www.creativeskillset.org](http://www.creativeskillset.org)

## Issuing Authority's contact details

Issued by: Creative Skillset  
Issuer contact name: Liz Bennett  
Issuer phone: 0207 713 9815  
Issuer email: [Elizabethb@creativeskillset.org](mailto:Elizabethb@creativeskillset.org)

# Revising a framework

## Contact details

Who is making this revision: John West  
Your organisation: Creative Skillset  
Your email address: Johnw@creativeskillset.org

## Why this framework is being revised

The framework is being revised in response to the SASE 2013 changes, in particular:

- the revision of the minimum credit within the Combined qualification to 90 Credits and;
- the removal of Transferable Skills at Higher levels.

## Summary of changes made to this framework

- Inclusion of the revised Combined qualification to meet the 90 credit minimum per SASE 2013.
- Minimum duration of programme increased from 16 months to **18 months** to allow for the additional content to be delivered following the revision of the Combined qualification to 90 credits.

## Qualifications removed

- ABC Awards Level 4 Diploma in Technical Textiles and Apparel (**600/6463/8**) - **45 Credits**.

## Qualifications added

- ABC Awards Level 4 Diploma In Technical Textiles and Apparel (QCF) (**601/1784/9**) - **90 Credits**.

## Qualifications that have been extended

N/A

# Purpose of this framework

## Summary of the purpose of the framework

### National Apprenticeship Service (NAS) - Statement on Apprenticeships Quality Definition

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 the 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 focussed job needs.

All apprentices commencing their Apprenticeship on or after the 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. On completion of the Apprenticeship, the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

### Summary of the Fashion and Textiles sector

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 276,000 people across almost 52,000 enterprises. The sector is dominated by small businesses; more than seven out of ten enterprises are sole traders or partnerships with no employees.

The sector has also seen much change over recent years. 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 innovative 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 capacity and service performance;



- Low-cost, small scale manufacturing of high added value and difficult to make products.

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

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

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

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

The Fashion and Textiles survey of employers in 2008 found attracting science and technology graduates who can help to develop new innovative products and processes with the right practical, commercial and knowledge skills was a key priority moving forward. There is an on-going need for individuals capable of developing and commercialising new, innovative products and processes. UK Employer Skills Survey 2011 data highlights that fashion and textiles manufacturers often lead the way in products, services and techniques.

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

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

One of the strategies adopted by firms is to place emphasis on 'innovative product development and balanced sourcing', where a core component of the manufacturing process remains in the UK whilst outsourcing other elements to developing countries which have competitive price advantages as a result of relatively low labour costs. Signifying the importance of this activity, trade and sourcing figures from HMRC indicate that the value of imported selected fashion and textiles goods into the UK stood at £18.7bn in 2011 with textiles imports valued at £3.6bn indicating the value of such trade.

Additionally, the rapidly changing demands of fast fashion, signified by short production and distribution lead times and the matching of supply with uncertain/changing consumer demand, has placed increasing pressures on manufacturers and wholesalers to supply their retail

markets. In many cases, designs are developed for production for each of the four seasons with lead production times of as little as fifteen days from concept to stock in retail stores.

These combined factors mean that successful balanced sourcing strategies require creative design skills and commercial acumen, supported by flexible and efficient production practices, effective communications and marketing within the supply chain and efficient logistics operations. Recent surveys, consultation and research undertaken in the fashion and textiles sector (including UK ESS 2011) reveal the harsh realities and impact of skills deficiencies for fashion and textiles employers contributing to issues including:

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

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

It is expected that **both pathways** within the Higher Apprenticeship will last for **18 months**; however, a flexible approach to learning is encouraged for learners who have significant prior learning or experience. Please see the Progression section of the framework which gives information on the direct APL and credit transfer opportunities.

## Aims and objectives of this framework (England)

Aims and objectives for this framework:

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

Creative Skillset will carry out ongoing monitoring and evaluation to assess the extent to which this framework meets the above objectives. As and when required, Creative Skillset will update the content of the framework to respond to the fast-moving changes within the industry.

# Entry conditions for this framework

## National Apprenticeship Service (NAS) - Statement on Apprenticeship Quality Definition

The minimum hours of employment for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended.

### Entry conditions

The fundamental entry condition is the employer's and training provider's confidence in the candidate's ability to thrive and achieve their potential within the Fashion and Textiles:Technical Higher Apprenticeship. Employers are encouraged to get involved in the recruitment and selection stages, to ensure they get to know the apprentices before their employment.

Candidates without prior qualifications may be able to demonstrate the prior skills and knowledge they have developed as a result of relevant employment or voluntary activities. However, there is no specific qualifying period set as an entry condition.

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

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

- evidence of prior experience relevant to their proposed field of study; **OR**
- the ability to study at Level 4; **OR**
- agreed support from an employer or mentor with a demonstration of the candidates commitment to learn (by evidencing progression to date or providing an agreed training plan)

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

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

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

### Further Education

- GCSE in English (Grade C or above);
- GCSE in Maths (Grade C or above);
- Functional Skills, or their equivalent in English and Maths at level 2;
- ABC Awards Level 3 Fashion and Textiles portfolio;
- NOCN Level 3 Employment in the Fashion Industries portfolio;
- Edexcel BTEC Level 3 Fashion / Clothing / Textiles qualifications;
- City and Guilds Level 3 Creative Techniques suite (Textiles);
- Advanced Diploma in Manufacturing and Product Design;
- Textiles (AS & A level).

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

### Work-based learning

- Level 3 NVQ Diploma in Manufacturing Textile Products (ABC Awards - 600/0257/8), (Edexcel - 600/4102/X);
- Level 3 Certificate in Apparel Manufacturing Technology (NVQ) (ABC Awards - 500/5454/5), (Edexcel - 600/4138/9);
- Level 3 Diploma in Textile Design and Manufacture (QCF) (ABC Awards - 600/0088/0), (Edexcel - 600/4323/4);
- Level 3 Diploma in Apparel, Footwear or Leather Production (QCF) (ABC Awards - 501/0088/9), (Edexcel - 600/4140/7) - Apparel pathway;
- Advanced Apprenticeship in Fashion and Textiles (Textiles pathway);
- Advanced Apprenticeship in Fashion and Textiles (Apparel pathway).

### Accredited Prior Learning

There are some direct progression and credit transfer opportunities from the work-based learning vocational qualifications listed above. Processes exist to ensure that candidates with prior knowledge, qualifications and experience are not disadvantaged by having to repeat their learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience.

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

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

## Level 4

Title for this framework at level 4

# Higher Apprenticeship in Fashion and Textiles:Technical

### Pathways for this framework at level 4

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

## Level 4, Pathway 1: Technical Textiles

### Description of this pathway

#### Technical Textiles

Total minimum credit value for this pathway is 90 credits:

- 90 credits for the Combined Qualification - ABC Awards Level 4 Diploma in Technical Textiles and Apparel (QCF) (**Technical Textiles endorsed pathway**);
- Knowledge - 21 Credits in the mandatory units;
- Competence - 4 Credits in the mandatory units;
- The remaining 65 credits will be shared between knowledge and competence.

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

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

Job title(s)	Job role(s)
Fabric Technologist	Responsible for analysing, evaluating and interpreting testing to refine fabrics for their intended application, adhering to quality standards.
Fibre Technologist	Responsible for analysing, evaluating and testing to refine materials for their intended application, adhering to quality standards.
Senior Technologist	Responsible for the development, application and measuring of materials to ensure fulfilment of their purpose. Adhering to quality standards and reporting findings.
Textile Technical Designer	Responsible for the design and optimisation of materials/products to match specification.
Senior Testing Technologist	Responsible for calibration and maintenance of machinery, putting in place procedures by which tests are undertaken, data processed/analysed and current standards adhered to. Oversee the writing of reports, receiving customer feedback and recording non-conformance.
Textile Product Development Technologist	Responsible for overseeing the introduction of new technologies for enhancement of product properties. Ensuring correct testing / accreditation has been undertaken with costings. Liaising with marketing and production to guide the developments of new product through to commercialisation.
Textile Support Analyst	Responsible for analysing / evaluating, interpreting testing and refining fabrics for their intended application, adhering to quality standards. Support the role of the Technologists.
Technical Textile Researcher	Responsible for overseeing scientific aspects of research in relation to new product and process development, in particular co-ordinating research projects/tasks and testing, interpreting results, ensuring adherence of all relevant quality standards.
Textile Quality Controller	Responsible for ensuring correct documentation, accuracy of lab reports, use of current standards and accreditation.
Technical Manager (Production)	Responsible for co-ordinating specific fashion and textiles manufacturing processes and scheduling to meet production requirements, optimising efficiency and adhering to quality standards.



# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

B1 - Level 4 Diploma in Technical Textiles and Apparel (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/1784/9	ABC Awards	90	500	N/A

## Relationship between competence and knowledge qualifications

### Pathway 1 - Technical Textiles

ABC Awards Level 4 Diploma in Technical Textiles and Apparel (QCF) (601/1784/9)

- Candidates are required to achieve a **minimum of 90 credits (500 GLH minimum)** from units listed below for the Technical Textiles endorsed pathway.

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

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

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

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

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

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

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

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

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

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

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

When apprentices have achieved the required number and combination of credits, they will receive their Diploma, and claim for their Higher Apprenticeship completion certificate from the certifying body, Creative Skillset. From 1st March 2013, providers should upload Version 2 of the ACE Apprentice Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <http://acecerts.co.uk/>

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	N/A	
GCSE qualification in English (with enhanced functional content)	N/A	

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	N/A	
GCSE qualification (with enhanced functional content) in Mathematics	N/A	

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

## Inclusion of Information and Communications Technology (ICT)

**IMPORTANT:** Please note that the achievement of Transferable Skills is no longer a mandatory requirement for Higher Apprenticeships.

# Progression routes into and from this pathway

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

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

### Further Education

- GCSE in English (Grade C or above);
- GCSE in Maths (Grade C or above);
- Functional Skills, or their equivalent in English and Maths at level 2;
- ABC Awards Level 3 Fashion and Textiles portfolio;
- NOCN Level 3 Employment in the Fashion Industries portfolio;
- Edexcel BTEC Level 3 Fashion / Clothing / Textiles qualifications;
- City and Guilds Level 3 Creative Techniques suite (Textiles);
- Advanced Diploma in Manufacturing and Product Design;
- Textiles (AS & A level).

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

### Work-based learning

- Level 3 NVQ Diploma in Manufacturing Textile Products (ABC Awards - 600/0257/8), (Edexcel - 600/4102/X);
- Level 3 Certificate in Apparel Manufacturing Technology (NVQ) (ABC Awards - 500/5454/5), (Edexcel - 600/4138/9);
- Level 3 Diploma in Textile Design and Manufacture (QCF) (ABC Awards - 600/0088/0), (Edexcel - 600/4323/4);
- Level 3 Diploma in Apparel, Footwear or Leather Production (QCF) (ABC Awards - 501/0088/9), (Edexcel - 600/4140/7) - **Apparel pathway**;
- Advanced Apprenticeship in Fashion and Textiles (Textiles pathway);
- Advanced Apprenticeship in Fashion and Textiles (Apparel pathway).

### Accredited Prior Learning

There are some direct progression and credit transfer opportunities from the work-based learning vocational qualifications listed above. Processes exist to ensure that candidates with prior knowledge, qualifications and experience are not disadvantaged by having to repeat their learning. Training providers and awarding organisations will be able to advise on the current

rules for accrediting prior learning and recognising prior experience.

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

### **Progression from the Fashion and Textiles: Technical Higher Apprenticeship (Technical Textiles pathway)**

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

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

- Relevant Trade Associations and Professional Bodies sector specific training

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

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

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

#### **Higher Education progression**

Progression from the Fashion and Textiles: Technical Higher Apprenticeship (Technical Textiles pathway) should be articulated to relevant Higher level programmes of learning. Higher apprentices can progress to higher or professional levels such as Foundation Degrees, Higher National Diplomas / Certificates BA Honours Degrees and related professional courses.

Examples of progression could be in:

- Textile Technology;
- Advanced Materials;
- Performance Sportswear Design;
- Advanced Materials & Performance Clothing;
- Fashion Technology;
- Materials Engineering;
- Advanced Skills for Advanced Materials.

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

For further information on career progression within the fashion and textiles industries please go to [http://www.creativeskillset.org/fashion\\_and\\_textiles/](http://www.creativeskillset.org/fashion_and_textiles/)

**UCAS points for this pathway: N/A**

# Employee rights and responsibilities

N/A



## Level 4, Pathway 2: Product Development and Sourcing

### Description of this pathway

#### Product Development and Sourcing

Total minimum credit value for this pathway is 90 credits:

- 90 credits for the Combined Qualification - ABC Awards Level 4 Diploma in Technical Textiles and Apparel (QCF) (**Product Development and Sourcing endorsed pathway**);
- Knowledge - 3 Credits in the mandatory unit;
- Competence - 4 Credits in the mandatory unit;
- The remaining 83 credits will be shared between knowledge and competence.

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

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

Job title(s)	Job role(s)
New Product Development Manager	Responsible for overseeing the development of a product or range of products specialising in development and planning. Their role is to take fashion and textiles products from concept to commercialisation in response to market demand.
Process Engineer	Responsible for the overall planning, management and completion of projects across the business. Works with fashion and textiles customers and stakeholders to develop project scope and definition. Identifies resource requirements, training needs, and project deliverables.
Procurement Manager (Apparel and Textiles Goods)	Responsible for sourcing and purchasing goods or services for the company according to its available budget for each department. The purchasing of raw materials for apparel and textile goods on a tender basis is a key part of the procurement manager's responsibility.
Sales Manager (Apparel and Textiles Goods)	Responsible for the development and performance of all sales activities in assigned market segment. Directs a sales team and provides leadership towards the achievement of maximum profitability and growth. Establishes plans and strategies to expand the customer base.
Logistics Manager (Textile Finished Goods)	Responsible for planning and managing the movement of textile finished goods in a supply chain, liaising with suppliers of raw materials, manufacturers, retailers and consumers.
Technical Manager (Production)	Responsible for co-ordinating specific fashion and textiles manufacturing processes and scheduling to meet production requirements, optimising efficiency and adhering to quality standards.
Research and Development Manager (Apparel and Textile Goods)	Responsible for overseeing all aspects of research in relation to fashion and textiles new product and process development.
Marketing Manager (Apparel and Textile Goods)	Responsible for developing and maintaining marketing strategies for the fashion and textiles sector. Evaluates customer research, fashion and textiles market conditions, competitor data and implements marketing plan changes as needed.
Quality Manager	Responsible for overseeing all quality aspects, and addressing continuous quality improvement. Responsible for liaising with clients and staff to gain and respond to feedback and record non-conformance.
Fashion Buyer	Responsible for creating and planning ranges using forecasted design predictions and central design department. Collections are fitted with garment technology and fabrics sourced, prices are negotiated and deliveries co-ordinated with merchandising roles.

Fashion  
Merchandiser

Responsible for reviewing historical sales, current sales data such as weeks cover, store distributions and supplier negotiation. Controls financial budgets and sets margins and buy quantities with the fashion buyer to plan the introduction of new fashion ranges and conduct range sales forecasting.

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

B1 - Level 4 Diploma in Technical Textiles and Apparel (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/1784/9	ABC Awards	90	540	N/A

## Relationship between competence and knowledge qualifications

### Pathway 2 - Product Development and Sourcing

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

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

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

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

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

Within Optional Group A, the manufacturing orientated units are based on National Occupational Standards in Balanced Sourcing and New Product Development (2010). Where

contextualised optional qualification units for the Creative Industries have been based on other National Occupational Standards, Creative Skillset have contacted the relevant Sector Skills Councils to inform of the use of the units within this framework.

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

- Managing quality standards within apparel, footwear or leather production (Y/601/7836);
- Managing own working relationships within the apparel, footwear or leather production (H/601/7838);
- Professional practice / preparation for employment within the apparel, footwear or leather industry (M/601/7857);
- Managing customer relations within the apparel, footwear or leather industry (T/601/7858);
- Manage information for action within the apparel, footwear or leather industry (T/601/7861);
- Aspects of design within the apparel, footwear or leather industry (K/601/7856);
- Planning for textile production (F/502/2292);
- Manufacturing techniques within apparel production (M/601/7843);
- Materials used in the manufacture of apparel (D/601/7854);
- Investigate markets, materials and styles (R/502/0899).

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

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

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

When apprentices have achieved the required number and combination of credits, they will receive their Diploma, and claim for their Higher Apprenticeship completion certificate from the certifying body, Creative Skillset. From 1st March 2013, providers should upload Version 2 of the ACE Apprentice Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <http://acecerts.co.uk/>

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	N/A	
GCSE qualification in English (with enhanced functional content)	N/A	

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	N/A	
GCSE qualification (with enhanced functional content) in Mathematics	N/A	

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

## Inclusion of Information and Communications Technology (ICT)

**IMPORTANT:** Please note that the achievement of Transferable Skills is no longer a mandatory requirement for Higher Apprenticeships.

# Progression routes into and from this pathway

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

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

### Further Education

- GCSE in English (Grade C or above);
- GCSE in Maths (Grade C or above);
- Functional Skills, or their equivalent in English and Maths at level 2;
- ABC Awards Level 3 Fashion and Textiles portfolio;
- NOCN Level 3 Employment in the Fashion Industries portfolio;
- Edexcel BTEC Level 3 Fashion / Clothing / Textiles qualifications;
- City and Guilds Level 3 Creative Techniques suite (Textiles);
- Advanced Diploma in Manufacturing and Product Design;
- Textiles (AS & A level).

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

### Work-based learning

- Level 3 NVQ Diploma in Manufacturing Textile Products (ABC Awards - 600/0257/8), (Edexcel - 600/4102/X);
- Level 3 Certificate in Apparel Manufacturing Technology (NVQ) (ABC Awards - 500/5454/5), (Edexcel - 600/4138/9);
- Level 3 Diploma in Textile Design and Manufacture (QCF) (ABC Awards - 600/0088/0), (Edexcel - 600/4323/4);
- Level 3 Diploma in Apparel, Footwear or Leather Production (QCF) (ABC Awards - 501/0088/9), (Edexcel - 600/4140/7) - **Apparel pathway**;
- Advanced Apprenticeship in Fashion and Textiles (Textiles pathway);
- Advanced Apprenticeship in Fashion and Textiles (Apparel pathway).

### Accredited Prior Learning

There are some direct progression and credit transfer opportunities from the work-based learning vocational qualifications listed above. Processes exist to ensure that candidates with prior knowledge, qualifications and experience are not disadvantaged by having to repeat their learning. Training providers and awarding organisations will be able to advise on the current



rules for accrediting prior learning and recognising prior experience.

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

### **Progression from the Fashion and Textiles: Technical Higher Apprenticeship (Product Development and Sourcing pathway)**

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

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

- Relevant Trade Associations and Professional Bodies sector specific training

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

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

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

#### **Higher Education progression**

Progression from the Fashion and Textiles: Technical Higher Apprenticeship (Product Development and Sourcing pathway) should be articulated to relevant Higher level programmes of learning. Higher apprentices can progress to higher or professional levels such as Foundation Degrees, Higher National Diplomas / Certificates BA Honours Degrees and related professional courses. Examples of progression could be in:

- Textile Technology;
- Advanced Materials;
- Performance Sportswear Design;
- Advanced Materials & Performance Clothing;
- Fashion Technology;
- Materials Engineering;
- Advanced Skills for Advanced Materials.

Progression arrangements into Higher Education, formal and informal, should be explored and supported, as this will help strengthen local partnerships and support progression opportunities through the range of vocational and academic provision. For details on Higher Education

courses in fashion and textiles related subjects, please see the UCAS website [www.ucas.ac.uk](http://www.ucas.ac.uk)

For further information on career progression within the fashion and textiles industries please go to [http://www.creativeskillset.org/fashion\\_and\\_textiles/](http://www.creativeskillset.org/fashion_and_textiles/)

**UCAS points for this pathway: N/A**

# Employee rights and responsibilities

N/A

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

## How equality and diversity will be met

Due to an ageing workforce, this framework is needed to increase diversity across the sector, particularly relating to the age profile. The Labour Force Survey April 2012- March 2013 for Fashion and Textiles in England revealed an overwhelming majority of employees were aged over 45 while only a small percentage are aged 24 and under. Analysis revealed the sector employee representation as follows:

### Over 45

- Fashion and Textiles 48 per cent, Fashion and Textiles, Manufacturing 52 per cent, **all England workforce 42 per cent.**

### Under 24

- Fashion and Textiles 8 per cent, **all England workforce 12 per cent.**

### BAME background

- Fashion and Textiles 19 per cent, Fashion and Textiles Manufacturing 16 per cent, **all England workforce 12 per cent.**

### Female

- Fashion and Textiles 49 per cent, Fashion and Textiles Manufacturing 49 per cent, **all England workforce 46 per cent.**

### DDA and/or work limited disabled

- Fashion and Textiles 16 per cent, Fashion and Textiles Manufacturing 17 per cent, **all England workforce 15 per cent.**

This framework aims to further increase the opportunities for all looking to work/or currently working within the sector by providing them with a **higher level** 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.

Creative Skillset 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. Creative Skillset 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;
- providing links to organisations who provide media training, support and information to people with disabilities;
- 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.

For more details on research into the makeup of the sector, Creative Skillset's Diversity Policy and Strategy, and links to other diversity activities, see the Creative Skillset website

[www.creativeskillset.org/diversity/](http://www.creativeskillset.org/diversity/)

# On and off the job guided learning (England)

## Total GLH for each pathway

GLH does not apply to Higher Apprenticeship frameworks.

## Minimum off-the-job guided learning hours

N/A

## How this requirement will be met

N/A

## Minimum on-the-job guided learning hours

N/A

## How this requirement will be met

N/A

# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

N/A

### Creative thinking

N/A

### Independent enquiry

N/A

### Reflective learning

N/A

### Team working

N/A

### Self management

N/A

### Effective participation

N/A

# Additional employer requirements

There are no additional employer requirements.



---

apprenticeship  
FRAMEWORKS ONLINE

For more information visit  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)