

## Process fabric on a raising machine

**Level** 3

**Credits** 3

**Purpose** This unit standard is for people working in the fabric finishing industry. People credited with this unit standard are able to: demonstrate knowledge of fabric raising; raise fabric; and carry out cleaning and minor maintenance on a raising machine.

**Subfield** Textiles Manufacture

**Domain** Fabric Finishing

**Status** Registered

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**Entry information** Open.

**Accreditation** Evaluation of documentation and visit by NZQA and industry.

**Standard setting body (SSB)** Competenz

**Accreditation and Moderation Action Plan (AMAP) reference** 0030

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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### Special notes

- 1 Competency can be demonstrated using a single action, double action or teazles raising machine.
- 2 Performance of the elements must comply with the Health and Safety in Employment Act 1992 and workplace procedures.
- 3 Workplace productivity and quality requirements must be met by the candidate during assessment against this unit standard.

#### 4 Definitions

*Workplace procedures* refer to the verbal or documented procedures for performing activities including health and safety, operational, environmental and quality management requirements. They refer to manuals, manufacturer's specification, codes of practice, or policy statements.

*Product specification* refers to the document which accompanies each manufacturing order. This specifies all of the parameters for production of the fabric. This may include the fibre specification, the shade, dye bath parameters, machinery to be used and finishing procedures.

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### Elements and performance criteria

#### Element 1

Demonstrate knowledge of fabric raising.

#### Performance criteria

- 1.1 Raising is described in terms of the process and the reasons for carrying it out.
- Range reasons – develop fibrous pile effect, increase softness, conceal fabric base construction, increase insulation properties.
- 1.2 Fabric types that are raised are identified and the effect of raising on these fabrics is described.
- Range fabric types processed in workplace.
- 1.3 Raising machine sections are described in terms of their function and operation.
- Range machine controls, fabric feed, drum, pile rollers, counter pile rollers, roller covering.
- 1.4 Safety procedures for the use of a raising machine are described according to workplace procedures.

#### Element 2

Raise fabric.

#### Performance criteria

- 2.1 Machine is operated according to workplace procedures.
- 2.2 Fabric is presented to the machine and threaded according to machine operating procedures.
- 2.3 Machine settings produce fabric raised to product specification.
- Range feed rate, drum speed, pile and counter pile roller speeds, take-off speed, tension, roller covering.

- 2.4 Fabric is monitored during processing and raised to level specified in product specification.
- Range edges feed flat without folds, fabric feeds without creases.
- 2.5 Records are maintained according to workplace procedures.

### **Element 3**

Carry out cleaning and minor maintenance on a raising machine.

#### **Performance criteria**

- 3.1 Fibre is removed from raising machine and brushes to prevent contamination of following fabrics.
- 3.2 Raising work area is cleaned according to workplace procedures.
- 3.3 Minor maintenance is carried out according to workplace procedures.

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#### **Please note**

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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#### **Comments on this unit standard**

Please contact [Competenz info@competenz.org.nz](mailto:Competenz info@competenz.org.nz) if you wish to suggest changes to the content of this unit standard.