

ABC Awards

SEG Awards ABC Level 2 Awards, Certificates and Diploma in Fashion and Textiles

Qualification Guidance

England

Level 2 Award – [50051970]

Level 2 Certificate – [50051969]

Level 2 Diploma – [50051982]

Wales

Level 2 Award – [C0001226]

Level 2 Certificate – [C0001223]

Level 2 Diploma – [C0001224]

About Us

At the Skills and Education SEG Awards (ABC)¹ we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

ABC has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password:

https://secure.ABCawards.co.uk/ors/secure_login.asp

Sources of Additional Information

The ABC website www.ABCawards.co.uk provides access to a wide variety of information.

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Qualification Summary

ABC Awards Level 2 Awards, Certificates and Diploma in Fashion and Textiles

Qualifications and Pathways	
<p>Level 2 Award in Fashion and Textiles - 50051970 Level 2 Award in Fashion and Textiles (Sewing and Textiles) - 50051970 Level 2 Award in Fashion and Textiles (Pattern Cutting) - 50051970 Level 2 Certificate in Fashion and Textiles - 50051969 Level 2 Certificate in Fashion and Textiles (Sewing and Textiles) - 50051969 Level 2 Certificate in Fashion and Textiles (Pattern Cutting) - 50051969 Level 2 Diploma in Fashion and Textiles - 50051982</p>	
Regulated	The qualifications, identified above, are all regulated by Ofqual and Qualifications Wales.
Assessment	Internal assessment, internal and external moderation
Grading	Pass
Progression	Learners who have achieved ABC Level 2 Award/Certificate/Diploma in Fashion and Textiles may wish to progress onto ABC Level 3 Award/Certificate/Diploma in Fashion and Textiles. Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression
Operational Start Date	01/09/2008
Review Date	Level 2 Certificate only (all three pathways) : 31/07/2023
Operational End Date	Level 2 Award in Fashion and Textiles: 30/04/17 Level 2 Award in Fashion and Textiles (Sew&Text): 30/04/17 Level 2 Award in Fashion and Textiles (Pattern

	Cutting)30/04/17 Level 2 Diploma in Fashion and Textiles: 31/10/17
Certification End Date	Level 2 Award in Fashion and Textiles: 31/08/18 Level 2 Award in Fashion and Textiles (Sew&Text): 31/08/18 Level 2 Award in Fashion and Textiles (Pattern Cutting)31/08/18 Level 2 Diploma in Fashion and Textiles: 31/10/19
ABC Sector	Fashion and Textiles
Ofqual SSA Sector	4.2 Manufacturing Technologies
Stakeholder support	UKFT
Contact	See ABC website for the Centre Support Officer responsible for this qualification

Level 2 Award(s) in Fashion and Textiles

Rules of Combination: Learners must achieve 10 credits from one pathway

Unit	Level	Credit Value	GLH
Unendorsed Pathway - Option Units			
Design principles in the fashion and textiles industry [D/502/0372]	2	5	40
Soft furnishing [H/502/0373]	2	5	40
Surface patterning [K/502/0374]	2	5	40
Industrial garment construction [M/502/0375]	2	5	40
Introduction to tailoring [T/502/0376]	2	5	40
Introduction to footwear [A/502/0377]	2	5	40
Introduction to accessories (Bags) [Y/501/7955]	2	5	40
Garment construction (Craft) [D/501/7956]	2	5	40
Taking measurements and constructing basic blocks [K/501/7958]	2	5	40
Producing pattern adaptations [M/501/7959]	2	10	80
Relating fabrics to style and planning lays [H/501/7960]	2	5	40
Producing complete patterns [K/501/7961]	2	5	40
Sewing and Textiles Pathway - Option Units			
Design principles in the fashion and textiles industry [D/502/0372]	2	5	40
Soft furnishing [H/502/0373]	2	5	40
Surface patterning [K/502/0374]	2	5	40
Industrial garment construction [M/502/0375]	2	5	40
Introduction to tailoring [T/502/0376]	2	5	40
Introduction to footwear [A/502/0377]	2	5	40
Introduction to accessories (Bags) [Y/501/7955]	2	5	40
Garment construction (Craft) [D/501/7956]	2	5	40
Pattern Cutting Pathway - Option Units			
Taking measurements and constructing basic blocks [K/501/7958]	2	5	40
Producing pattern adaptations [M/501/7959]	2	10	80
Relating fabrics to style and planning lays	2	5	40

[H/501/7960]			
Producing complete patterns [K/501/7961]	2	5	40

Numbers in box brackets indicate unit number.

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Qualification Purpose	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training, B2. Develop knowledge and/or skills in a subject area					
Entry Requirements	14+					
Age Range	Pre 16	✓	16 – 18	✓	19 +	✓
Recommended GLH²	80					
Recommended TQT³						
Credit Value						
Learning Aims Reference	50051970					
Type of Funding Available	See Learning Aim Service Website					
ASL Option	ABC have put this qualification forward for ASL for the Manufacturing and Product Design Diploma and the Creative and Media Diploma					
Qualification/Unit Fee	See ABC web site for current fees and charges					
Additional Information	See ABC website for resources available for this qualification					

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² See Glossary for Terms

³ See Glossary for Terms

Level 2 Certificate(s) in Fashion and Textiles

Rules of Combination: Learners must achieve 25 credits from one pathway

Unit	Level	Credit Value	GLH
Unendorsed Pathway - Option Units			
Design principles in the fashion and textiles industry [D/502/0372]	2	5	40
Soft furnishing [H/502/0373]	2	5	40
Surface patterning [K/502/0374]	2	5	40
Industrial garment construction [M/502/0375]	2	5	40
Introduction to tailoring [T/502/0376]	2	5	40
Introduction to footwear [A/502/0377]	2	5	40
Introduction to accessories (Bags) [Y/501/7955]	2	5	40
Garment construction (Craft) [D/501/7956]	2	5	40
Taking measurements and constructing basic blocks [K/501/7958]	2	5	40
Producing pattern adaptations [M/501/7959]	2	10	80
Relating fabrics to style and planning lays [H/501/7960]	2	5	40
Producing complete patterns [K/501/7961]	2	5	40
Fashion design: illustration techniques [M/505/0847]	2	3	24
Fashion design: presentation [H/505/0859]	2	3	24
Handcraft Tailoring Techniques [D/501/8041]	3	8	60
Sewing and Textiles Pathway - Option Units			
Design principles in the fashion and textiles industry [D/502/0372]	2	5	40
Soft furnishing [H/502/0373]	2	5	40
Surface patterning [K/502/0374]	2	5	40
Industrial garment construction [M/502/0375]	2	5	40
Introduction to tailoring [T/502/0376]	2	5	40
Introduction to footwear [A/502/0377]	2	5	40
Introduction to accessories (Bags) [Y/501/7955]	2	5	40
Garment construction (Craft) [D/501/7956]	2	5	40
Pattern Cutting Pathway - Option Units			

Taking measurements and constructing basic blocks [K/501/7958]	2	5	40
Producing pattern adaptations [M/501/7959]	2	10	80
Relating fabrics to style and planning lays [H/501/7960]	2	5	40
Producing complete patterns [K/501/7961]	2	5	40

Numbers in box brackets indicate unit number.

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Qualification Purpose	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training, B2. Develop knowledge and/or skills in a subject area					
Entry Requirements	14+					
Age Range	Pre 16	✓	16 – 18	✓	19 +	✓
Recommended GLH⁴	200					
Recommended TQT⁵	250					
Credit Value						
Learning Aims Ref.	50051969					
Type of Funding Available	See LARS (Learning Aim Rates Service)					
Qualification/Unit Fee	See ABC web site for current fees and charges					
Additional Information	See ABC website for resources available for this qualification					

⁴ See Glossary for terms

⁵ See Glossary for terms

Level 2 Diploma in Fashion and Textiles

Rules of Combination: Learners must achieve 60 credits from one pathway

Unit	Level	Credit Value	GLH
Unendorsed Pathway - Option Units			
Design principles in the fashion and textiles industry [D/502/0372]	2	5	40
Soft furnishing [H/502/0373]	2	5	40
Surface patterning [K/502/0374]	2	5	40
Industrial garment construction [M/502/0375]	2	5	40
Introduction to tailoring [T/502/0376]	2	5	40
Introduction to footwear [A/502/0377]	2	5	40
Introduction to accessories (Bags) [Y/501/7955]	2	5	40
Garment construction (Craft) [D/501/7956]	2	5	40
Taking measurements and constructing basic blocks [K/501/7958]	2	5	40
Producing pattern adaptations [M/501/7959]	2	10	80
Relating fabrics to style and planning lays [H/501/7960]	2	5	40
Producing complete patterns [K/501/7961]	2	5	40
Fashion design: illustration techniques [M/505/0847]	2	3	24
Fashion design: presentation [H/505/0859]	2	3	24
Fashion design: research [T/505/1062]	2	6	48

Numbers in box brackets indicate unit number.

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

Qualification Purpose	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area B1. Prepare for further learning or training, B2. Develop knowledge and/or skills in a subject area					
Entry Requirements	14+					
Age Range	Pre 16	✓	16 – 18	✓	19 +	✓
Recommended	480					

GLH⁶	
Recommended TQT⁷	600
Credit Value	
Learning Aims Ref.	50051982
Type of Funding Available	See LARS (Learning Aim Rates Service)
Qualification/Unit Fee	See ABC web site for current fees and charges
Additional Information	See ABC website for resources available for this qualification

⁶ See Glossary for Terms

⁷ See Glossary for Terms

Introduction

The ABC Level 2 Award/Certificate/Diploma in Fashion and Textiles form part of a suite of vocationally related qualifications in Fashion and Textiles at Levels 1, 2 and 3. They are a result of employer feedback identifying a demand for programmes of learning in particular specialist areas and the development of technical skills in specific occupational areas.

Aims

The ABC Level 2 Award/Certificate/Diploma in Fashion and Textiles have been developed with the primary aim of enabling learners to acquire the depth of skills and underpinning knowledge to support progress into further education/training or employment within the fashion and textile Industries. Additionally the qualifications support transfer across specialist sectors within the fashion and textiles industries. These qualifications are designed to provide the opportunities for incremental learning. The different size qualifications add depth and breadth to the specialism being studied without duplicating the learning covered by each qualification.

Target Group

The ABC Level 2 Award/Certificate/Diploma in Fashion and Textiles enable 14+ learners to access appropriately sized vocationally relevant programmes of accredited learning.

ABC expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

Progression Opportunities

The ABC suite of qualifications in Fashion and Textiles at Levels 1, 2 and 3. provides a flexible range of progression pathways from level 1 through to level 3 offering preparation for entering these roles within industry and progression with those roles as Pattern Cutters (Manual / CAD), Lay Planners (Manual / CAD), Garment Technologists, Designers, Sewing Machinists and Tailors.

Successful achievement of the ABC Level 2 Award/Certificate/Diploma in Fashion and Textiles provides an introduction and a stepping stone to further specific training and skills development in either apprenticeships or other forms of further education.

Learners may wish to progress onto ABC Level 3 Award/Certificate/Diploma in Fashion and Textiles. Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Language

These specifications and associated assessment materials are in English only.

Unit Details

Design Principles in the Fashion and Textiles Industry

Unit Reference	D/502/0372
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	The key stages and processes involved in designing are covered in this unit. Learners will explore how mood boards and trend research are used to inform and inspire design direction. They will learn how to analyse this information by sketching and by translating concepts of form and shape into three-dimensions. Learners will then develop their designs systematically and in detail, using a range of drawing techniques and media. They will consider design function, suitability and fit. They will source fabric swatches and trimmings appropriate to their designs
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Understand the safe working procedures within a workroom	1.1 Follow safe working practices within a workroom 1.2 Use workroom equipment safely
2. Be able to research current trends and	2.1 Present research and sources of inspiration in a clear and readable style

sources of inspiration	
3. Be able to create mood/theme boards which communicate design ideas, including fabrics and trimmings	3.1 Present mood/theme boards showing design ideas, including fabrics and trimmings
4. Be able to experiment with shape and form three dimensionally	4.1 Present examples of three-dimensional shape and form
5. Be able to develop and communicate designs using a variety of drawing methods and media	5.1 Develop and communicate designs using a variety of drawing methods and media
<p>Links to National Occupational Standards No direct mapping</p>	

Supporting Unit Information

D/502/0372 Design principles in the fashion and textiles industry – Level 2

Indicative Content

This unit will introduce learners to the following key information

- Health and Safety procedures
- Methods of conducting, recording and analysing research as a creative stimulus
- How to communicate the mood / theme of a collection of designs using images, fabric swatches and trimmings
- Manipulation of fabric to create three-dimensional forms
- How to record and develop designs using drawing and application of colour

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be

- as practical as possible
- relate as closely as possible to the real working environment

Learners will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local textile establishments are recommended.

Methods Of Assessment

Internal assessment and internal and external moderation.

Evidence Of Achievement

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- A research sketchbook containing notes
- Sketches from observation and design detail sketches
- Magazine cuttings
- Fabric and trimming swatches
- Mood / theme board(s)
- Design development sheets indicating colour and texture
- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes / research sketchbook
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Witness statements
- Other suitable supplementary evidence

Portfolios must contain the learner's own work, not an abundance of tutor handouts

A large proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work.

All aspects of related knowledge, which cannot be assessed through observation of practical work, could be assessed through oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

This unit could be used as a design basis for other units in this qualification.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Soft Furnishing

Unit Reference	H/502/0373
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	In this unit learners will gain an insight into co-ordinated soft furnishings. A mood board for a bedroom will be produced showing current trends, a colour scheme and a variety of soft furnishings including curtains, bed linen, blinds and floor covering. Learners will construct a duvet cover and a pillowcase or pillow sham using a decorative technique
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand the safe working procedures within a workroom	1.1 Follow safe working practices in a workroom 1.2 Use workroom equipment safely
2. Be able to produce a colour co-ordinated scheme for a bedroom showing current trends	2.1 Produce a colour co-ordinated scheme for a bedroom showing current trends
3. Understand how to select appropriate	3.1 Select appropriate fabrics and haberdashery

fabrics and haberdashery	3.2 Explain selection
4. Be able to estimate total amount of fabric required	4.1 Estimate correctly total amount of fabric required
5. Be able to construct a duvet cover, double, single or cot size	5.1 Construct a duvet cover, double, single or cot size
6. Be able to construct a pillowcase or pillow sham using a decorative technique	6.1 Construct a pillowcase or pillow sham using a decorative technique
<p>Links to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP2, MSP3, MSP4</p>	

Supporting Unit Information

H/502/0373 Soft furnishing – Level 2

Indicative Content

The unit will introduce learners to the following key information

- Health and Safety procedures
- How to produce a mood board for a colour co-ordinated scheme for a bedroom showing current trends and samples of fabrics and haberdashery
- How to estimate quantities of fabric required
- Types of fabric and suitable haberdashery
- The construction processes for a duvet cover and a pillowcase or pillow sham
- Appropriate decorative techniques
- Pressing techniques

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment. They will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local businesses are recommended.

Methods Of Assessment

Internal assessment and internal and external moderation.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Evidence Of Achievement

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- Product evidence
- Sample evidence
- Mood board
- Observation reports
- Oral / Written questions and answers
- Reports / notes
- Worksheets / workbooks
- Witness statements
- Recorded evidence (video or audio)
- Photographic evidence
- Case studies / assignments
- Other suitable supplementary evidence

The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Portfolios must contain the learner's own work, not an abundance

of tutor handouts.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Surface Patterning

Unit Reference	K/502/0374
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	In this unit learners will examine a range of techniques, processes and materials used in industry to produce surface patterning for printed and embroidered textiles. They will learn how to use visual research to create surface patterns and how to select and combine appropriate methods, materials and media to translate designs into surface pattern samples. Instruction will be given in screen-printing and block-printing processes using a variety of print mediums and base materials to create different effects. Learners will also explore the application of different approaches to machine and hand embroidery as embellishment. Finally learners will demonstrate through drawing the application of surface pattern designs onto fabrics
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Understand the safe working procedures within a workroom	1.1 Follow safe working practices in a workroom 1.2 Use workroom equipment safely
2. Be able to generate and present ideas for	2.1 Generate and present ideas for surface patterns from

surface patterns	<p>sources of inspiration relating to colour, shape and texture.</p> <p>2.2 Communicate through drawing the application of surface pattern to fabrics</p>
3. Be able to create a variety of pattern formations	<p>3.1 Create a variety of pattern formations (e.g. repeats, rotations, overlaps, offsets, variation in scale and composition)</p> <p>3.2 Demonstrate through drawing their application as surface patterned textiles for garments, accessories or soft furnishings</p>
4. Be able to select and combine materials and media	4.1 Select and combine materials and media most suited to the desired effect for print, for machine embroidery and for hand embroidery
<p>Links to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 HS1, MSP1</p>	

Supporting Unit Information

K/502/0374 Surface patterning – Level 2

Indicative Content

This unit will introduce learners to the following key information

- Health and Safety procedures
- The translation of sources of inspiration into surface patterns, using shape, colour and texture as key considerations
- The creation of a variety of pattern formations, and describe their application as surface patterned textiles to particular products, (e.g. garments, accessories, soft furnishings)
- Identification and selection of appropriate materials, media and processes in the production of surface patterns
- The range of industrial methods of surface patterning for textiles, (e.g. screen print, block print, machine embroidery)

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment. They will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local textile establishments are recommended.

Methods Of Assessment

Internal assessment and internal and external moderation.

Evidence Of Achievement

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- Product evidence
- Samples
- Records of experimentation
- Observation reports
- Oral / Written questions and answers
- Reports/Notes / research sketchbook
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Witness statements
- Other suitable supplementary evidence

The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Portfolios must contain the learner's own work, not an abundance of tutor handouts.

A large proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work.

All aspects of related knowledge, which cannot be assessed through observation of practical work, could be assessed through oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately

annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Industrial Garment Construction

Unit Reference	M/502/0375
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	In this unit learners will be introduced to specialist machinery and methods of construction and pressing typically used in industry. They will learn to identify and use appropriate machinery to create sewn samples for a range of fabric and stitch types. Based on this knowledge candidates will construct a jersey top, followed by a skirt with a pleat in a woven fabric. Learners will select and apply the correct manufacturing processes. The use and application of specification sheets and working drawings will also be covered
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Understand the safe working procedures within a workroom	1.1 Follow safe working practices within a workroom 1.2 Use all equipment safely <ul style="list-style-type: none"> • sewing equipment • pressing equipment
2. Be able to identify and operate industrial	2.1 Use all the machinery and equipment correctly

<p>machinery and equipment</p>	<ul style="list-style-type: none"> • sewing equipment • pressing equipment • 3/4/5 thread overlocker • blind hemmer • buttonholer • cover stitch equipment
<p>3. Be able to select machinery, threads and construction methods relating to fabric type</p>	<p>3.1 Use correct / appropriate machines, and threads compatible with selected fabric</p> <p>3.2 Select appropriate methods of construction for selected fabric type</p> <p>3.3 Explain selections made</p>
<p>4. Be able to construct garments to a given brief</p>	<p>4.1 Construct</p> <ul style="list-style-type: none"> • one top using jersey fabric • one skirt with pleat / s using woven fabric and including a zip fastening <p>4.2 For each garment</p> <ul style="list-style-type: none"> • recognise pattern piece shapes • control and handle fabric pieces • apply correct order to construction of garment • use appropriate machinery for a given fabric • use correct processes for a variety of fabrics
<p>5. Use specification sheets</p>	<p>5.1 Work to a given brief as shown in specification sheets</p> <p>5.2 Be able to interpret working drawings</p>

Links to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009

HS1, MSP1, MSP2, MSP3

Supporting Unit Information

M/502/0375 Industrial garment construction – Level 2

Indicative Content

This unit will introduce learners to the following key information

- Health and Safety procedures
- Operation of a range of industrial machinery
- Use of industrial methods to construct garments
- Knowledge of many fabrics e.g. jersey, cotton, denim, chiffon, wool tweed, corduroy, velvet
- Processes of construction such as seam types, hems, zips and button holes appropriate to the making of two specific garments
- Use of specification sheets

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

This will be a practical unit and learners will be engaged in following working drawings and specification sheets in order to gain experience in their uses. A portfolio of evidence by way of samples will be assembled and presented with their garments.

It should relate to real work situations as much as possible.

For any techniques not used in the assembly of their garments, samples of processes could be assembled in the portfolio so that the learners gain a rounded knowledge of all the techniques appropriate to manufacturing garments.

Visits to places of interest and co-operation with local textile establishments are recommended.

Methods Of Assessment

Internal assessment and internal and external moderation.

Evidence Of Achievement

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes / research sketchbook
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Witness statements
- Other suitable supplementary evidence

The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Portfolios must contain the learner's own work, not an abundance of tutor handouts

A large proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work.

All aspects of related knowledge, which cannot be assessed through observation of practical work, could be assessed through oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Introduction to Tailoring

Unit Reference	T/502/0376
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	In this unit, learners will gain an insight into the variety of styles for men's and women's tailoring, and will be introduced to the basic materials, components and methods of construction of a tailored jacket. They will learn the safe working practices of the workroom, whilst acquiring an introduction to machine, hand sewing and pressing skills through the production of tailored component samples. Learners will be expected to research into the different construction methods used in the tailoring industry. They will then develop a number of design variations based on a particular style of jacket and apply appropriate drawing techniques to communicate designs and technical information
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Understand the safe working procedures within a workroom	1.1 Follow safe working practices within a workroom 1.2 Use workroom equipment safely
2. Be able to research	2.1 Research into tailoring to identify different

and identify different styles of tailored garments for men and women	<p>styles of tailored garments for men and women</p> <p>2.2 Present findings using appropriate media</p>
3. Be able to use drawing / sketching to develop design variations	<p>3.1 Develop design variations for a tailored jacket</p> <p>3.2 Communicate design and technical information using drawing methods</p>
4. Know how to deconstruct a tailored jacket and identify the basic materials and component parts	<p>4.1 Deconstruct a tailored jacket</p> <p>4.2 Identify the basic materials and component parts</p>
5. Be able to create two tailored samples	5.1 Create two tailored samples such as a pocket, a collar or a fly with waistband
<p>Links to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP2, MSP3, MSP4, MSP6</p>	

Supporting Unit Information

T/502/0376 Introduction to tailoring – Level 2

Indicative Content

The unit will introduce learners to the following key information

- Health and Safety Procedures
- How to research into tailoring using information technology, books, magazines etc, methods of drawing and colour rendering to communicate designs and technical information
- The basic materials, components and construction methods of a tailored jacket depending on finished look and price range
- The safe and effective use of sewing room equipment and materials to create tailored component samples

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment. They will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local textile establishments are recommended.

Methods Of Assessment

Internal assessment and internal and external moderation.

Evidence Of Achievement

Learners could demonstrate achievement through assessment

tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Product evidence
- Working drawings

The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Portfolios must contain the learner's own work, not an abundance of tutor handouts.

A proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work.

All aspects of related knowledge which cannot be assessed through observation of practical work could be assessed through formal oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly

identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

Specific equipment for this unit, e.g. sewing machines and pressing equipment.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Introduction to Footwear

Unit Reference	A/502/0377
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	Learners will gain a basic introduction to the pattern grading and construction of non-lasted soft-soled footwear. They will learn about the suitability of materials and methods of hand sewing through the construction of a pair of moccasin shoes/slippers. A variety of footwear will be analysed, giving learners an awareness of different types and methods of construction. Based on this knowledge, and from a given brief, learners will develop designs for a particular footwear style
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand the safe working procedures within a work room	1.1 Follow safe working practices in a workroom 1.2 Use workroom equipment safely <ul style="list-style-type: none"> • paper and card for pattern making • equipment for drafting patterns • cutting and sewing equipment
2. Understand different types of	2.1 Identify a range of different footwear styles, traditional and

footwear styles and their construction	contemporary 2.2 Identify manufacturing construction techniques
3. Know about fabrics and materials used for a variety of styles of footwear	3.1 Select appropriate materials for uppers and soles of footwear 3.2 Select appropriate construction techniques for given styles
4. Understand methods of drawing and colour rendering to describe designs and technical information	4.1 Develop 2D designs for a particular type of footwear
5. Know how to grade a standard pattern, and be able to cut and mark out shapes safely and accurately	5.1 Grade a soft-soled footwear pattern from a basic block 5.2 Cut and mark out shapes safely and accurately
6. Know how to construct a pair of soft-sole handmade moccasins	6.1 Make a pair of soft-soled footwear using hole-punching and hand-stitching tools and methods
<p>Links to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2007 and Bespoke Tailoring MSP3, MSP4,C5</p>	

Supporting Unit Information

A/502/0377 Introduction to footwear – Level 2

Indicative Content

The unit will introduce learners to the following key information

- Health and Safety Procedures
- The range of different footwear styles, both traditional and contemporary, industrial methods of construction and the materials used in those constructions
- Methods of drawing and colour rendering to describe designs and technical information
- How to grade a standard pattern, and cut and mark out shapes safely and accurately
- How to construct a pair of moccasins using hole-punching and hand-stitching tools and methods

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible to explore a wide variety of footwear. They need to relate as closely as possible to the real working environment. They will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Methods Of Assessment

Internal assessment and internal and external moderation.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Evidence Of Achievement

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following*

- Product evidence
- Samples
- Observation reports
- Oral/Written questions and answers
- Reports / notes
- Worksheets / workbooks
- Witness statements
- Recorded evidence (video or audio)
- Photographic evidence
- Case studies / assignments
- Other suitable supplementary evidence

*The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described. The final outcome for this unit will be a portfolio of evidence that encompasses all skills, knowledge and understanding required, accompanied by practical work as indicated. The portfolio and practical work will be internally assessed and externally

moderated.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Introduction to Accessories (Bags)

Unit Reference	Y/501/7955
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	This unit is intended to give learners a basic introduction to pattern cutting and construction of accessories. Learners will learn about the suitability of materials and methods of machine sewing through the construction of a two-piece, lined bag with a closure. A variety of bag styles will be analysed, giving learners an awareness of different types and methods of construction. Based on this knowledge, and from a given brief, learners will develop designs for a particular style of bag
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.2) <i>The learner can</i>
1. Understand the safe working procedures within a workroom	1.1 Follow safe working practices within a workroom 1.2 Use workroom equipment safely
2. Be able to identify different types of bag styles, materials	2.1 Identify different types of bag styles 2.2 Identify appropriate materials for different bag styles

and methods of construction	2.3 Demonstrate awareness of industrial methods of bag construction
3. Be able to develop 2D designs for a particular style of bag	3.1 Develop 2D designs for a particular style of bag 3.2 Use drawing and colour rendering to describe designs 3.3 Apply technical information to designs
4. Understand how to adapt a pattern from a basic block	4.1 Adapt a pattern from a basic block 4.2 Cut and mark shapes safely and accurately
5. Know how to cut out and construct a two-piece bag with lining, handle(s) and closure (e.g. flap / zip)	5.2 Construct and line a two piece bag with handle(s) and closure (e.g. flap / zip)
Links to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP3,MSP4,	

Supporting Unit Information

Y/501/7955 Introduction to accessories (Bags) – Level 2

Indicative Content

This unit will introduce learners to the following key information

- Health and Safety Procedures
- The range of different bag styles, industrial methods of construction, and the materials used in those constructions
- Methods of drawing and colour rendering to describe designs and technical information
- How to adapt a standard pattern, and cut and mark out shapes safely and accurately
- How to construct and line a two-piece bag using a sewing machine

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment. They will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local industry are recommended.

Methods Of Assessment

Internal assessment and internal and external moderation.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Evidence Of Achievement

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / notes
- Worksheets / workbooks
- Witness statements
- Recorded evidence (video or audio)
- Photographic evidence
- Case studies / assignments
- Other suitable supplementary evidence

*The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described

The final outcome for this unit will be a portfolio of evidence that encompasses all skills, knowledge and understanding required, accompanied by practical work as indicated. The portfolio and practical work will be internally assessed and externally moderated.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Garment Construction (Craft)

Unit Reference	D/501/7956
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	In this unit learners will use commercial patterns, patterns made from learner's own blocks, or centre devised patterns to produce a blouse or a shirt with sleeves, a collar, button and buttonhole fastenings and cuffs. Learners will explore current high street fashion trends and produce a scrapbook of fashion designs and ideas
Learning Outcomes (1 to 6) <i>The learner will</i>	Assessment Criteria (1.1 to 6.1) <i>The learner can</i>
1. Understand the safe working procedures within a workroom	1.1 Follow safe working practices in a workroom 1.2 Use workroom equipment safely
2. Be able to research into current fashion trends	2.1 Carry out research into current fashion trends
3. Understand and analyse key considerations	3.1 Analyse key considerations relating to choice of fabric, haberdashery and pattern

relating to choice of fabric, haberdashery and pattern	
4. Be able to cut out the garment pieces correctly to the given lay plan	4.1 Cut out the garment pieces correctly to the given lay plan
5. Be able to construct and press samples and garment pieces using appropriate equipment and techniques.	5.1 Construct and press samples and garment pieces using appropriate equipment and techniques
6. Be able to produce garment as specified	6.1 Produce garment as specified
<p>Links to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP2, MSP3, MSP4, MSP6, HS1</p>	

Supporting Unit Information

D/501/7956 Garment construction (Craft) – Level 2

Indicative Content

The unit will introduce learners to the following key information

- Health and Safety procedures
- Methods of researching current fashion trends
- The importance of selecting appropriate fabrics and haberdashery
- The importance of correct use of a lay plan
- The use of samples of construction processes to ensure quality standards
- The garment construction processes relevant to the making up of the chosen garment
- Methods of pressing relevant to the making up and final pressing of the garments

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment. They will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local industry are recommended.

Methods Of Assessment

Internal assessment and internal and external moderation.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Evidence Of Achievement

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following*

- Product evidence
- Samples
- Observation reports
- Oral / Written questions and answers
- Reports / notes
- Worksheets / workbooks
- Witness statements
- Recorded evidence (video or audio)
- Photographic evidence
- Case studies / assignments
- Other suitable supplementary evidence

*The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Portfolios must contain the learner's own work, not an abundance of

tutor handouts.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Taking Measurements and Constructing Basic Blocks

Unit Reference	K/501/7958
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	In this unit learners will develop technical knowledge in pattern construction. They will learn how to determine measurements required to construct basic blocks and draft basic blocks
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.1) <i>The learner can</i>
1. Understand the safe working procedures within a workroom	1.1 Follow safe working practices in a workroom 1.2 Use all equipment safely <ul style="list-style-type: none"> • paper and card for pattern making • equipment for drafting
2. Be able to measure the human body or work room stand accurately	2.1 Identify the measuring positions on the body or workroom stand for a bodice, skirt, sleeve and trousers 2.2 Measure the human body or stand accurately 2.3 Record the measurements of two different figures types in the form of two size charts

<p>3. Be able to draft full-scale basic blocks using the charts prepared in 2.3</p>	<p>3.1 Present basic blocks in suitable format with a list of measurements and a description of the figure (or relevant data)</p> <p>3.2 Accurately draft</p> <ul style="list-style-type: none"> • a skirt • two bodices • two sleeves • a pair of trousers <p>3.3 Demonstrate the inclusion of appropriate ease allowances on the basic blocks</p> <p>3.4 Mark and label the basic blocks to show</p> <ul style="list-style-type: none"> • name of piece • straight of grain • notches • size
<p>4 Be able to produce toiles for all blocks</p>	<p>4.1 Using calico or woven fabric prepare toiles for the blocks developed in 3.2</p> <p>4.2 Fit the toiles on the human body or work room stand and mark the alterations on the blocks</p>
<p>5 Using the standard $\frac{1}{4}$ or $\frac{1}{5}$ scale basic blocks be able to demonstrate the alterations necessary for the different figure faults</p>	<p>5.1. Demonstrate the alterations necessary for five different figure faults incorporating adjustments to</p> <ul style="list-style-type: none"> • two bodice blocks and sleeve blocks • skirt block • trouser block
<p>Links to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP3</p>	

Supporting Unit Information

K/501/7958 Taking measurements and constructing basic blocks – Level 2

Indicative Content

The unit will introduce learners to the following key information

- Health and safety in the workroom
- The use of equipment applicable to pattern construction
- Recognition of figure faults
- Recognition of good fit
- Relationship of the development of blocks to the figure types
- Production of accurate blocks

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be
as practical as possible
relate as closely as possible to the real working environment

Learners will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local textile establishments are recommended.

Methods Of Assessment

This will be by internal assessment, internal moderation and external moderation.

The final outcome for this unit will be a portfolio of evidence that

encompasses all skills knowledge and understanding required, accompanied by practical work as indicated.

Evidence Of Achievement

Evidence is not prescribed but may include any or all of the following

- A research sketchbook containing notes
- Sketches from observation and design detail sketches
- Magazine cuttings
- Fabric and trimming swatches
- Mood / theme board(s)
- Design development sheets indicating colour and texture
- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / Notes / research sketchbook
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Witness statements
- Other suitable supplementary evidence

Portfolios must contain the learner's own work, not an abundance of tutor handouts

A large proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work.

All aspects of related knowledge, which cannot be assessed through observation of practical work, could be assessed through oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

Centres should have equipment specific to this unit e.g. large tables (for full scale drafting where required), long rules, T squares and / or L squares.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Producing Pattern Adaptations

Unit Reference	M/501/7959
Level	2
Credit Value	10
Guided Learning Hours	80
Unit Summary	In this unit learners will adapt different types of patterns from the basic blocks, including linings and interlinings and produce a portfolio demonstrating an understanding of the fundamental elements of pattern cutting (presentation of $\frac{1}{4}$ or $\frac{1}{5}$ or $\frac{1}{2}$ scale patterns)
Learning Outcomes (1 to 13) <i>The learner will</i>	Assessment Criteria (1.1 to 13.1) <i>The learner can</i>
1. Be able to adapt skirt blocks to produce scale patterns	1.1 Produce scale patterns for <ul style="list-style-type: none"> • flares • panels • yokes • straight and shaped pleats • buttoned openings • inset pockets
2. Be able to construct patterns from direct measurements	2.1 Draft patterns from direct measurements for <ul style="list-style-type: none"> • circular skirt • multi-gored skirts • gathered skirts • waistbands • patch pockets

	<ul style="list-style-type: none"> • godets
<p>3. Be able to adapt bodice blocks to show manipulation and repositioning of suppression</p>	<p>3.1 Adapt, manipulate and reposition suppression for</p> <ul style="list-style-type: none"> • darts • gathers • tucks • seams
<p>4. Be able to adapt bodice blocks for a variety of styles</p>	<p>4.1 Adapt bodice blocks for styles which include</p> <ul style="list-style-type: none"> • yoked bodice • dartless bodice • sleeveless bodice • additional fullness • buttoned openings • high necklines • low necklines • facings
<p>5. Be able to recognise the different parts of a collar and identify the relationship of the collar shape to the bodice neckline</p>	<p>5.1 Demonstrate recognition of the different parts of collars</p> <p>5.2 Demonstrate the relationship of the collar shape to the bodice neckline</p>
<p>6. Be able to draft collar patterns using direct measurements</p>	<p>6.1 Draft patterns for the following collar types</p> <ul style="list-style-type: none"> • flat • half stand • shirt • convertible • stand • bias
<p>7. Be able to draft collars by adapting</p>	<p>7.1 Use the bodice block where necessary and construct collar patterns for</p>

<p>the bodice block where necessary</p>	<ul style="list-style-type: none"> • rever • collar and rever • grown-on collar
<p>8. Be able to adapt bodice and skirt blocks to produce dress blocks</p>	<p>8.1 Adapt bodice and skirt blocks for the following</p> <ul style="list-style-type: none"> • one piece dress block • two piece dress block
<p>9. Be able to adapt dress blocks</p>	<p>9.1 Adapt dress blocks to produce</p> <ul style="list-style-type: none"> • princess line • empire line • double breasted style • asymmetric style
<p>10. Be able to adapt sleeve blocks</p>	<p>10.1 Adapt sleeve blocks to produce set-in sleeve styles</p> <ul style="list-style-type: none"> • semi fitted with facing • fitted with facing • full • with cuffs • with shoulder pads <p>10.2 Draft patterns for</p> <ul style="list-style-type: none"> • buttoned cuff • shaped cuff
<p>11. Be able to adapt basic trouser blocks</p>	<p>11.1 Adapt basic trouser blocks for</p> <ul style="list-style-type: none"> • trousers with added fullness • fitted trousers • yoked trousers • pleated top trousers • shorts • fly front fastening

<p>12. Be able to draft patterns for interlinings and linings where appropriate</p>	<p>12.1 Draft patterns for</p> <ul style="list-style-type: none"> • linings • interlinings
<p>13. Be able to mark up patterns appropriately</p>	<p>13.1 Mark and label all pattern pieces to show</p> <ul style="list-style-type: none"> • design name or number • name of piece • centre back and centre front • straight of grain • to fold • notches • number of pieces • nett or with seam allowance • size • style indications
<p>Links to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP3</p>	

Supporting Unit Information

M/501/7959 Producing pattern adaptations – Level 2

Indicative Content

The unit will introduce learners to the following key information

- Health and Safety in the workroom
- How to cut and flair blocks in order to achieve a variety of patterns
- Distinguish between pattern shapes and recognise different types of patterns other than
 - blocks
- Manipulate darts
- Evaluate proportions for designing patterns
- Utilise types of fastenings and make appropriate allowances for them
- Derive collarless neckline designs
- Differentiate between and recognise collar types
- Differentiate between different dress styles
- The principles of asymmetric drafting
- The principles of basic dress design using bodice and skirt blocks
- Recognise sleeve styles
- Manipulate sleeve blocks to achieve a variety of styles
- Distinguish between sleeve pattern shapes
- Finish sleeves e.g. cuffs, facings
- Differentiate between different trouser shapes
- Differentiate between different trouser lengths
- Evaluate proportions for designing yoked styles
- Label patterns
- Select and use different presentation skills

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment. They will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local textile establishments are recommended.

Methods Of Assessment

Internal assessment and internal and external moderation.

Evidence Of Achievement

Evidence is not prescribed but may include any or all of the following

- Product evidence
- Samples
- Records of experimentation
- Observation reports
- Oral/Written questions and answers
- Reports / Notes / research sketchbook
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Witness statements
- Other suitable supplementary evidence

The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Portfolios must contain the learner's own work, not an abundance of tutor handouts.

A large proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work.

All aspects of related knowledge, which cannot be assessed through observation of practical work, could be assessed through oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Relating Fabrics to Style and Planning Lays

Unit Reference	H/501/7960
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	In this unit learners will research fibres and fabrics, apply fabric criteria to specific designs and produce lay plans
Learning Outcomes (1 to 5) <i>The learner will</i>	Assessment Criteria (1.1 to 5.3) <i>The learner can</i>
1. Understand safe working procedures	1.1 Follow safe working practices 1.2 Use materials, tools and equipment safely
2. Know about fibres and fabrics	2.1 Produce a project that demonstrates knowledge of the following <ul style="list-style-type: none"> • sources of natural and synthetic fibres and their properties • construction of fabrics • fabric finishes
3. Know how to select fabrics for particular uses and the fabrics which create difficulties when lay planning	3.1 Demonstrate awareness of the criteria for the selection of fabrics for particular uses

<p>4. Have knowledge of appropriate lays for different fabrics</p>	<p>4.1 Identify fabrics which create difficulties when lay planning</p> <p>4.2 Select a fabric for each of three designs requiring</p> <ul style="list-style-type: none"> • single lay • one way lay • dovetail lay <p>4.3 Identify reasons for the choice of fabrics</p>
<p>5. Understand how to complete two lay plans on plain fabrics</p>	<p>5.1 Produce two lay plans for a shirt in $\frac{1}{2}$, $\frac{1}{5}$ or $\frac{1}{4}$ scale on plain fabric of different widths</p> <p>5.2 Demonstrate correct positioning of grain lines</p> <p>5.3 Demonstrate economical utilisation of fabric</p>
<p>Links to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP3</p>	

Supporting Unit Information

H/501/7960 Relating fabrics to style and planning lays – Level 2

Indicative Content

The unit will introduce learners to the following key information

- Health and Safety
- Fabrics, fibres their sources and properties
 - criteria for the selection of fabrics for particular uses
 - weight
 - draping qualities
 - textures
 - surface patterns
 - cost and after care
- Fabrics which create difficulties when planning lays on
 - stripes and checks
 - one way designs
 - large prints
 - nap or pile
 - 'shot' coloured weave
 - border designs
- Types of lay
- Types of constraints
- Economy of material

Teaching Strategies And Learning

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment. They will need to be taught the required skills and have time to practise them prior to assessment.

Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local textile establishments are recommended.

Methods Of Assessment

This will be by internal assessment, internal moderation and external moderation.

The final outcome for this unit will be a portfolio of evidence that encompasses all skills, knowledge and understanding required, accompanied by practical work as indicated.

Learners may be given a shirt pattern to the learners.

Evidence Of Achievement

Evidence is not prescribed but may include any or all of the following

- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Product evidence
- Working drawings

The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable

Portfolios must contain the learner's own work, not an abundance of tutor handouts.

A proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work.

All aspects of related knowledge which cannot be assessed through observation of practical work could be assessed through formal oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated

from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Producing Complete Patterns

Unit Reference	K/501/7961
Level	2
Credit Value	5
Guided Learning Hours	40
Unit Summary	In this unit learners will develop skills and understanding in the production and presentation of full scale patterns
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can</i>
1. Understand safe working procedures	1.1 Follow safe working practices 1.2 Use tools and equipment safely
2. Be able to adapt basic blocks to produce full scale patterns that include different features	2.1 Adapt basic blocks to produce full size patterns for <ul style="list-style-type: none"> • a blouse or shirt • a skirt • a pair of trousers 2.2 Use at least one of the following features in each pattern <ul style="list-style-type: none"> • pleats or tucks • yoke • pockets • collar • sleeve

<p>3. Be able to complete and present patterns appropriately</p>	<p>3.1 Label patterns with appropriate information</p> <p>3.2 Present work with working patterns</p>
<p>4. Be able to present finished patterns in a suitable format</p>	<p>4.1 Present finished patterns with</p> <ul style="list-style-type: none"> • design sketches – front and back views • a written description of the garment • a list of the figure measurements used • a swatch of fabric suitable to the style • a lay plan and costing sheet
<p>Links to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP3</p>	

Supporting Unit Information

K/501/7961 Producing complete patterns – Level 2

Indicative Content

The unit will introduce learners to the following key information

- Adapting and cutting patterns using the following features
 - pleats or tucks
 - yoke
 - pockets
 - collar
 - sleeve

- Selecting and using different presentation skills
- Labelling patterns
- Selecting appropriate fabric to style
- Producing lay plans

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment. They will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local textile establishments are recommended.

Methods Of Assessment

This will be by internal assessment, internal moderation and external moderation.

The final outcome for this unit will be a portfolio of evidence that encompasses all skills, knowledge and understanding required, accompanied by practical work as indicated. The portfolio and practical work will be internally assessed and externally moderated.

Evidence Of Achievement

Evidence is not prescribed but may include any or all of the following

- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Product evidence
- Working drawings

The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Portfolios must contain the learner's own work, not an abundance of tutor handouts.

A proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work.

All aspects of related knowledge which cannot be assessed through observation of practical work could be assessed through formal oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the

assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Fashion Design: Illustration Techniques

Unit Reference	M/505/0847
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	In this unit learners will develop skills and knowledge to create and present illustrations for fashion design
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Be able to develop original figure templates for fashion illustration purposes.	1.1 Create figure templates from observational drawings and illustrations.
2. Be able to create illustrations for fashion designs.	2.1 Use different media and techniques to illustrate the appearance of specified fabrics and materials including: <ul style="list-style-type: none"> • cotton • silk • leather • printed fabric. 2.2 Use the templates created to illustrate a collection of fashion designs.
3. Be able to present	3.1 Produce a design storyboard to a specified

a design collection on
a storyboard.

format.

Links to National Occupational Standards

Textile and Material Design NOS 2009.

D2 Develop and Communicate design ideas for textiles and materials

D12 Develop, produce and present design response

Supporting Unit Information

M/505/0847 Fashion design: illustration techniques – Level 2

Indicative Content

This unit will introduce learners to the following key information

- Production and Development of figure templates
- Use of range of media and techniques used in illustration
- Properties and characteristics of a range of materials
- Presentation techniques

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment.

Learners will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local textile establishments are recommended, as are having visiting practitioners.

Methods Of Assessment

This will be by internal assessment, internal moderation and external moderation.

The final outcome for this unit will be a portfolio of evidence that encompasses all skills, knowledge and understanding required, accompanied by practical work as indicated. The portfolio and practical work will be internally assessed and externally moderated.

Evidence Of Achievement

Evidence is not prescribed but may include any or all of the following

- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Product evidence
- Working drawings

The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Portfolios must contain the learner's own work, not an abundance of tutor handouts.

A proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work. All aspects of related knowledge which cannot be assessed through observation of practical work could be assessed through formal oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Fashion Design: Presentation

Unit Reference	H/505/0859
Level	2
Credit Value	3
Guided Learning Hours	24
Unit Summary	In this unit learners develop knowledge and skills to be able to produce and present technical fashion design drawings
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.2) <i>The learner can</i>
1. Be able to produce technical drawings of a fashion design.	<p>1.1 Select a fashion design.</p> <p>1.2 Produce front and back view flat technical drawings of the chosen design.</p> <p>1.3 Produce front and back view flat technical drawings showing alternative design details.</p> <p>1.4 Add all details and appropriate construction notes including the type/s of fabric to be used.</p>
2. Be able to identify fabrics and trimmings for a fashion design.	<p>2.1 Select swatches and record relevant information including:</p> <ul style="list-style-type: none"> • fabric composition • colour ways • price • supplier/s.

	2.2 Select haberdashery and trimmings and record relevant information.
3. Be able to apply fashion illustration techniques.	3.1 Select appropriate figure templates. 3.2 Use different media and drawing techniques to create illustrations of the chosen design.
4. Be able to present fashion design work.	4.1 Present fashion design work to a given specification.
<p>Links to National Occupational Standards</p> <p>Textile and Material Design NOS 2009. D2 Develop and Communicate design ideas for textiles and materials D12 Develop, produce and present design response</p>	

Supporting Unit Information

H/505/0859 Fashion Design: Presentation – Level 2

Indicative Content

This unit will introduce learners to the following key information

- Techniques for the production of flat technical drawings
- Understanding the production process to be able to annotate drawings
- Characteristics and uses of a range of materials and trimmings
- Consideration of costs and supply
- Use of range of media and techniques used in illustration
- Use of figure templates
- Presentation techniques

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment.

Learners will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local textile establishments are recommended, as are having visiting practitioners.

Methods Of Assessment

This will be by internal assessment, internal moderation and external moderation.

The final outcome for this unit will be a portfolio of evidence that encompasses all skills, knowledge and understanding required, accompanied

by practical work as indicated. The portfolio and practical work will be internally assessed and externally moderated.

Evidence Of Achievement

Evidence is not prescribed but may include any or all of the following

- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Product evidence
- Working drawings
- Taped evidence (video or audio)

The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Portfolios must contain the learner's own work, not an abundance of tutor handouts.

A proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work. All aspects of related knowledge which cannot be assessed through observation of practical work could be assessed through formal oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of

the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Fashion Design: Research

Unit Reference	T/505/1062
Level	2
Credit Value	6
Guided Learning Hours	48
Unit Summary	In this unit learners will develop knowledge and skills to carry out research to assist fashion design development
Learning Outcomes (1 to 4) <i>The learner will</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can</i>
1. Understand the role of visual research in fashion design development.	<p>1.1 Describe the role of visual research in the development of new fashion design ideas.</p> <p>1.2 Describe the role of direct observational drawing in visual research.</p> <p>1.3 Describe other methods of producing visual research.</p>
2. Know key sources for drawn visual research.	<p>2.1 Identify key resources for the production of drawn visual research, including:</p> <ul style="list-style-type: none"> Resources for direct drawing from artefacts or natural forms in museums and exhibitions and still-life arrangements Resources for indirect drawing such as books, paintings, and designs.

<p>3. Be able to create visual research for fashion design purposes.</p>	<p>3.1 Select relevant visual research information to meet the requirements of a brief.</p> <p>3.2 Use different drawing media and techniques to produce drawn visual research, including studies of:</p> <ul style="list-style-type: none"> • imagery and detail • colour and texture • shape and form. <p>3.3 Supplement directly drawn studies with other visual research material such as fabrics, yarns, and examples of colour and texture.</p> <p>3.4 Create a colour reference folder or book organised in a logical way.</p>
<p>4. Be able to organise visual research.</p>	<p>4.1 Organise visual research to a specification.</p> <p>4.2 Develop a mood board based on the visual research produced.</p> <p>4.3 Describe how the mood board reflects the requirements of the design brief.</p>
<p>Links to National Occupational Standards</p> <p>Textile and Material Design NOS 2009. D12 Develop, produce and present design response</p>	

Supporting Unit Information

T/505/1062 Fashion design: research – Level 2

Indicative Content

This unit will introduce learners to the following key information

- Role of visual research for the designer
- Role of direct observational drawing
- Visual research methods
- Resources for drawn visual research – direct and indirect
- Media and techniques to produce visual research
- Production of research studies to include imagery and detail, colour and texture, shape and form, fabrics and yarns
- Techniques to present research findings

Teaching Strategies And Learning Activities

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment.

Learners will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Visits to places of interest and co-operation with local textile establishments are recommended, as are having visiting practitioners.

Methods Of Assessment

This will be by internal assessment, internal moderation and external moderation.

The final outcome for this unit will be a portfolio of evidence that encompasses all skills, knowledge and understanding required, accompanied by practical work as indicated. The portfolio and practical work will be internally assessed and externally moderated.

Evidence Of Achievement

Evidence is not prescribed but may include any or all of the following

- Observation reports
- Oral / Written questions and answers
- Reports / Notes
- Worksheets / Workbooks
- Photographic evidence
- Assignments
- Product evidence
- Working drawings
- Taped evidence (video or audio)

The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Portfolios must contain the learner's own work, not an abundance of tutor handouts.

A proportion of the skills and knowledge criteria can be assessed through informal observation of the learners in performance of practical project work. All aspects of related knowledge which cannot be assessed through observation of practical work could be assessed through formal oral and written questioning techniques.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Handcraft Tailoring Techniques

Unit Reference	D/501/8041
Level	3
Credit Value	8
Guided Learning Hours	60
Unit Summary	The emphasis of this unit is on Practical Handcraft Tailoring skills. Learners will develop knowledge of a range of techniques and processes through the production of samples. Learners will need to select techniques appropriate to fabrics and threads
Learning Outcomes (1 to 3) <i>The learner will</i>	Assessment Criteria (1.1 to 3.1) <i>The learner can</i>
1. Understand safe workroom practices related to sewing and pressing machines and equipment	1.1 Identify potential risks to self and others 1.2 Demonstrate safe use of sewing machines and equipment
2. Understand the techniques and processes used in the manufacture of a hand-crafted tailored garment	2.1 Demonstrate techniques and processes through the production of samples, to include <ul style="list-style-type: none"> • belt loops • collars/lapels • cuffs • fastenings (zip / button / button hole) • finishes • hook and bar/button • plackets

	<ul style="list-style-type: none"> • pockets • pressing methods • shoulder pads • trimmings • vents • waist band <p>2.2 Select and use suitable sewing techniques to suit a range of different types of fabrics and threads</p>
<p>3. Be able to manage and organise their learning</p>	<p>3.1 Demonstrate personal organisation, management and effective study skills through both visual and practical records</p>
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS 2007 HS1, T2, T3</p>	

Supporting Unit Information

D/501/8041 Handcraft tailoring techniques - Level 3

Indicative Content

Indicative content for this unit is likely to include that which supports the learner to

- Demonstrate thorough understanding of health and safety within the workplace
- Identify correct use of tools and equipment relevant to the trade
- Be able to communicate ideas through detailed working / technical drawings
- Effectively use garment specifications, working sketches / technical drawings, order of assembly documentation
- Demonstrate knowledge / understanding of pattern cutting / grading, pattern criteria / annotation
- Demonstrate understanding of various layplan types suitable for a variety of fabrics/garments
- Make recommendations of any modifications to create a more cost effective garment
- Demonstrate sound knowledge of machines / techniques / terms within industry
- Analyse the stages throughout the garment development by reviewing, diagnosing and summarising, thus increasing knowledge / understanding development and garment assembly processes, could include use of simulated industry sample room practices
- Demonstrate correct use and application of any interlinings, linings, pocketing, trimmings etc.
- Use / apply a variety of production processes (layplans / stitch types / machinery / operational techniques / pressing) that are suitable to the industry and are fit for purpose
- Identify machining / manufacturing faults, prove skill to resolve such issues
- Develop communication skills with peers and practitioners
- Develop ability to measure / check garments to size charts, create size chart from sample garment, record / collate customer documentation / clients personal records
- Demonstrate time management skills and the ability to meet deadlines

Teaching Strategies And Learning Activities.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including

those with identified special needs, should be considered and appropriate support mechanisms put in place.

As this is a Level 3 unit which sits within a Level 2 qualification, centres should ensure that learners have the ability to contribute to and successfully complete all the requirements of this unit at the required level.

Learning activities need to be as practical as possible and relate as closely as possible to the real working environment. They will need to be taught the required skills and have time to practise them prior to assessment. Safe working practices need to be emphasised at all times.

Methods Of Assessment

This unit is internally assessed, internally moderated and externally moderated.

Learners will need to provide evidence that they have achieved each of the assessment criteria in their portfolio.

Evidence Of Achievement

Learners could demonstrate achievement through assessment tasks which should be practical wherever possible.

Evidence is not prescribed but may include any or all of the following*

- Product evidence
- Observation reports
- Oral / Written questions and answers
- Reports / notes
- Worksheets / workbooks
- Witness statements
- Recorded evidence (video or audio)
- Photographic evidence
- Case studies / assignments
- Other suitable supplementary evidence

*The most appropriate evidence for the qualification should be used. This is not an exhaustive list and other evidence is acceptable.

Evidence should be varied, the learner's own work and naturally generated from the activities undertaken on the course.

It must clearly demonstrate how the learner has met the assessment criteria for the unit.

Evidence should be clearly cross-referenced to assessment criteria and portfolio location.

Photographic evidence, articles, handouts etc. must be appropriately annotated to clearly demonstrate the learner's role and how it meets the assessment criteria.

Witness and observation statements should contain the name and status of the witness / observer and be signed and dated.

Group evidence is admissible where the individual learner's role is properly identified or described.

Additional Information

Centres must have appropriate physical resources to successfully implement the programme including appropriately equipped Workshops, IT facilities and appropriate information and research sources. Sufficient dedicated access in key resource areas and an adequate flexible or open access provision in more specialist areas is required.

All learners must complete a Statement of Authenticity and include it in their portfolio. The Statement of Authenticity can be found on ABC Awards' website www.abcawards.co.uk under Fashion.

Recognition of Prior Learning (RPL), Exemption and Credit Transfer

ABC Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within ABC qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the ABC qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to ABC.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – ABC may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
 - original certificates OR
 - copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of

combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

ABC encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing ABC Awards Qualifications' which can be downloaded from <http://www.abcawards.co.uk/centres-grid-page-move/policies-procedures/>

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

ABC's policies and procedures are available on the ABC website.

Appendices

Glossary of Terms

GLH (Guided Learning Hours)

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

TQT (Total Qualification Time)

‘The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom

- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.