



Qualification Guidance

**SEG Awards Level 3 Diploma in
Bespoke Cutting and Tailoring (NVQ)**

Wales - C00/0233/3

About Us

At the Skills and Education Group Awards 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.

Skills and Education Group Awards 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: [Skills and Education Group Awards Secure Login](#)

Sources of Additional Information

The Skills and Education Group Awards website www.skillsandeducationgroupawards.co.uk provides access to a wide variety of information.

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6.3	June 2022	Update of qualification review date
6.4	July 2022	Addition of Welsh regulation
6.5	October 2022	New front page
6.6	July 2023	Removal of Ofqual and CCEA regulation

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Introduction

The SEG Awards Level 3 Diploma in Bespoke Cutting and Tailoring (NVQ) is a competence qualification and has been designed in response to the identified needs through research with employers into skill requirements for the future.

This qualification will be put forward for inclusion as part of the Fashion and Textiles Apprenticeship Framework. For the status of this qualification within Apprenticeship Framework check the relevant web site.

The qualification will provide benefits to all key stakeholders including employers, providers and learners by providing a progression opportunity through educational and vocational means. It will provide learners with the opportunity of enhancing their career progression and give them the currency to enter further qualifications or employment.

Pre-requisites

There are no specific entry requirements.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Aims

The SEG Awards Level 3 Diploma in Bespoke Cutting and Tailoring (NVQ) aims to confirm competence in an occupational role to the standards required.

Target Group

This qualification is designed for those learners, aged 16+, who want to be provided the opportunity to enhance their career progression and give them the currency to enter further qualifications.

Qualification Structure and Rules of Combination

Rules of Combination: Level 3 Diploma in Bespoke Cutting and Tailoring (NVQ)

Learners must achieve a minimum of 37 credits and a maximum of 39 credits from one pathway. This must include 3 credits from the Mandatory unit. Learners must achieve a minimum of 34 credits at level 3 or above.

Unit	Unit Number	Level	Credit Value	GL
Mandatory Units				
Health, safety and security at work	K/502/1072	2	3	20
Cutting Pathway				
Prepare materials and trimmings for bespoke tailoring	F/601/3831	3	11	60
Lay patterns, mark-in and cut cloth for bespoke tailoring	L/601/3833	3	12	70
Construct patterns for bespoke tailoring	R/601/3834	3	12	60
Carry out bespoke selling	Y/601/3835	3	11	50
Make handcraft/bespoke trousers or skirt and waistcoat: basting	H/601/3840	3	12	60
Tailoring Pathway				
Carry out bespoke selling	Y/601/3835	3	11	50
Make handcraft/bespoke trousers or skirt and waistcoat: basting	H/601/3840	3	12	60
Make handcraft/bespoke trousers or skirts and waistcoat: adjustments and pockets	F/601/3845	3	11	50
Make handcraft/bespoke trousers or skirts and waistcoat: completion and finishing	L/601/3847	3	12	60
Make handcraft/bespoke coat: baste making	Y/601/3849	3	12	60
Make handcraft/bespoke coat: forward making	R/601/3851	3	12	60
Make handcraft/bespoke coat: finishing and pressing	Y/601/3852	3	12	60

Practice Assessment Material

Skills and Education Group Awards confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

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

Progression Opportunities

This Level 3 qualification will enable progression primarily into a variety of higher level programmes and any other qualifications that have been identified strategically and mapped accordingly to the Apprenticeship Framework.

This qualification will form part of an alternative route into higher education and will encourage a wider range of learners to gain new skills and be motivated to remain within the education, training and employment sector.

Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a trainee's progression into the sector. Centres must, therefore, inform trainees of any limits their learning difficulty may impose on future progression

Tutor/Assessor Requirements

We require those involved in the assessment process to be suitably experienced and / or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject / occupational area to a level above that which they are assessing.

Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Language

These specifications and associated assessment materials are in English only.

Qualification Summary

Qualification								
SEG Awards Level 3 Diploma in Bespoke Cutting and Tailoring (NVQ) (Cutting) SEG Awards Level 3 Diploma in Bespoke Cutting and Tailoring (NVQ) (Tailoring)								
Qualification Purpose	D. Confirm occupational competence and/or 'licence to practice' D1. Confirm competence in an occupational role to the standards required							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by: <ul style="list-style-type: none"> • Qualification Wales 							
Assessment	<ul style="list-style-type: none"> • Internal assessment • Internal and external moderation 							
Type of Funding Available	See LARS (Learning Aims Reference Service)							
Qualification/Unit Fee	See Skills and Education Group Awards web site for current fees and charges							
Grading	Pass To achieve a Pass, learners must complete all units as stated in the rule of combination (RoC)							
Operational Start Date	01/07/2010							
Review Date	31/12/2025							
Operational End Date								
Certification End Date								
Guided Learning (GL)	180 hours							
Total Qualification Time TQT)	370 hours							
Credit Value	37							
Skills and Education Group Awards Sector	Sewing and Textiles							
Qualification Wales SSA Sector	4.2 Manufacturing Technologies							
Support from Trade Associations/Stakeholder Support	UKFT							
Administering Office	See Skills and Education Group Awards website							

Unit Details

Health, Safety and Security at Work

Unit Reference	K/502/1072
Level	2
Credit Value	3
Guided Learning (GL)	20 hours
Unit Summary	This unit is for those who take responsibility for their own health, safety and security in the workplace, and monitor the workplace for hazards. The job role involves contributing to the safety and security in the workplace, taking action in the event of an incident, raising the alarm, following correct procedures for shut down and evacuation, using emergency equipment correctly and safely, and monitoring the workplace for hazards.
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 work safely	<ul style="list-style-type: none"> 1.1. Take appropriate action in the event of fire, emergencies or accidents 1.2. Identify where alarms, emergency exits, escape routes, emergency equipment and assembly points are located 1.3. Demonstrate safe and appropriate use of emergency equipment 1.4. Discriminate between different alarm sounds 1.5. Comply with equipment operating procedures and manufacturers instructions 1.6. Demonstrate safe handling and lifting techniques 1.7. Demonstrate correct use and maintenance of any protective clothing and/or equipment 1.8. Comply with personal responsibilities under the Health and Safety at Work Act / COSHH 1.9. Identify who the nominated first aiders are

<p>2. Be able to monitor the workplace for hazards</p>	<p>2.1. Identify hazardous substances that are used in the workplace and demonstrate methods of making them safe or reducing their danger in the event of an accident</p> <p>2.2. Identify hazards posed by machinery that is used in the workplace and demonstrate methods of making safe or reducing their danger in the event of an accident</p> <p>2.3. Demonstrate how to handle and store hazardous substances including debris</p> <p>2.4. Demonstrate how to store materials and equipment</p> <p>2.5. Explain what the most likely accidents and emergencies in the workplace are and how to deal with them</p> <p>2.6. Comply with personal responsibilities under the COSHH (Control of Substances Hazardous to Health)</p>
<p>3. Be able to contribute to workplace security</p>	<p>3.1. Outline and comply with the organisation's rules, codes, guidelines and standards relating to security</p> <p>3.2. Explain how to deal with loss of property</p>
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit HS1</p>	

Prepare Materials and Trimmings for Bespoke Tailoring

Unit Reference	F/601/3831
Level	3
Credit Value	11
Guided Learning (GL)	60 hours
Unit Summary	This unit is for those who prepare materials and trimmings for the cutting process. The job role involves preparing materials and trimmings ready for the cutting process.
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 appearance, qualities and characteristics of linings and interlinings	<p>1.1. Identify the names, appearance, qualities and characteristics of various</p> <ul style="list-style-type: none"> • linings • interlinings • sewings • trimmings <p>1.2. Explain the methods of measuring or calculating the quantities of linings, sewings and other trimmings</p>
2. Select the correct quality of linings, sewings, and other trimmings required in relation to the cloth and type of garment	<p>2.1. Identify and select fabric, linings and interlinings appropriate to</p> <ul style="list-style-type: none"> • pair of trousers or skirt • waistcoat <p>2.2. Measure or calculate the quantity of fabrics, linings and interlinings for each chosen garments in</p> <p>2.3. Select the sewings and other trimmings appropriate to each garment</p> <p>2.4. Cut the lengths of fabrics, linings and interlinings for each garment</p>
3. Make up garment bundles	<p>3.1. Make up garment bundles for each chosen garments in 1.1 using the appropriate job ticket system</p> <p>3.2. Ensure the correct sewings and other trimmings are included</p>

<p>4. Understand the companies stock control systems</p>	<p>4.1. Analyse company stock control systems, to include</p> <ul style="list-style-type: none"> • job ticket systems • trimmings stock control systems • suppliers names, addresses, delivery times, reliability and prices • buying policies
<p>5. Implement company stock control systems</p>	<p>5.1. Make accurate estimates of fabrics and materials</p> <p>5.2. Check purchase invoices on receipt of delivery</p>
<p>6. Use safe working practices that conform to current legislative requirements and codes of practice</p>	<p>6.1. Use working practices that are safe and conform to current legislative requirements and codes of practice</p>
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit C1</p>	

Lay Patterns, Mark-In and Cut Cloth for Bespoke Tailoring

Unit Reference	L/601/3833
Level	3
Credit Value	12
Guided Learning (GL)	70 hours
Unit Summary	This unit is for those who lay the pattern, mark-in and cut cloth in the tailoring process. The job role involves laying the patterns, marking-in and cutting cloth.
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 main principles of garment construction	<p>1.1. Evaluate the principles of garment construction in a range of garments, addressing</p> <ul style="list-style-type: none"> • garment parts • position of parts • pockets, collars, and trouser waist finishes • inlays, cuts, darts and wedges
2. Understand how to lay patterns to ensure an economic costing	<p>2.1. Explain notations on a garment ticket that determine the fitting required</p> <p>2.2. Analyse cloth characteristics and behaviour and identify their effect on the lay / cutting process and the finished garment, including</p> <ul style="list-style-type: none"> • tension • relaxation • distortion <p>2.3. Evaluate which type of lay plan to be used for the chosen fabric</p> <p>2.4. Classify types of cloth fault and potential effects on finished garments</p> <p>2.5. Explain acceptable lay positions accounting for cloth faults</p>

<p>3. Develop a lay plan and mark around patterns onto cloth</p>	<p>3.1. Check cloth against job ticket, ensuring cloth is clean, steam cloth if required</p> <p>3.2. Lay cloth length, ensuring cloth is positioned true and flat on the cutting table</p> <p>3.3. Inspect cloth for faults and measure and mark inlay allowances if applicable</p> <p>3.4. Position the pattern pieces to ensure grain of cloth appears correctly on the finished garment</p> <p>3.5. Position the pattern pieces and/or locate inlays to achieve economic use of material and to meet company standards</p> <p>3.6. Mark in pattern pieces using chalk to produce clear accurate lines and cut cloth as marked</p>
<p>4. Be able to cut cloth using shears</p>	<p>4.1. Cut cloth as marked ensuring meeting company standards</p>
<p>5. Use safe working practices that conform to current legislative requirements and codes of practice</p>	<p>5.1. Use working practices that are safe and conform to current legislative requirements and codes of practice</p>
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit C2</p>	

Construct Patterns for Bespoke Tailoring

Unit Reference	R/601/3834
Level	3
Credit Value	12
Guided Learning (GL)	60 hours
Unit Summary	This unit is for those who construct patterns. The job role involves constructing garment 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 how to draft basic patterns from individual measures	<p>1.1. Analyse the procedures used to manufacture bespoke garments, addressing</p> <ul style="list-style-type: none"> • how garments are put together • potential problems encountered • shrinking and stretching <p>1.2. Analyse the procedures in bespoke pattern drafting and construction in relation to style, addressing</p> <ul style="list-style-type: none"> • block patterns • figure variations • construction of bespoke garments
2. Be able to adapt basic block patterns to individual measurements	<p>2.1. Demonstrate bespoke pattern drafting techniques for</p> <ul style="list-style-type: none"> • a pair of trousers or skirt • a waistcoat <p>2.2. Use pattern cutting shears to cut the pattern</p>
3. Be able to apply direct pattern drafting to cloth	<p>3.1. Interpret bespoke measurements for the production of cloth pattern pieces</p> <p>3.2. Draft bespoke patterns for a pair of trousers or a skirt and a waistcoat from a block pattern onto cloth including</p> <ul style="list-style-type: none"> • producing sharp lines • achieving line and balance • marking figurations <p>3.3. Use cloth cutting shears to cut the cloth as marked</p>

4. Use safe working practices that conform to current legislative requirements and codes of practice

4.1. Use working practices that are safe and conform to current legislative requirements and codes of practice

Mapping to National Occupational Standards

This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit C4

Carry Out Bespoke Selling

Unit Reference	Y/601/3835
Level	3
Credit Value	11
Guided Learning (GL)	50 hours
Unit Summary	This unit is for those who deal with bespoke tailored garment customers and sell bespoke tailored garments.
Learning Outcomes (1 to 4) <i>The learner will:</i>	Assessment Criteria (1.1 to 4.3) <i>The learner can:</i>
1. Understand bespoke tailored style ranges and fashion trends	<p>1.1. Analyse a range of bespoke tailored styles and explain</p> <ul style="list-style-type: none"> • types and features of style • types and features of cloth • suitable garment users <p>1.2. Identify current fashion trends within the bespoke tailoring industry</p>
2. Understand bespoke selling techniques	<p>2.1. Explain the principles of selling techniques in bespoke tailoring, including</p> <ul style="list-style-type: none"> • dealing with bespoke tailored garment customers • company systems and procedures • relevant quality standards related to the service • communication methods • recording requests and information
3. Initiate sale, advice and identify customer requirements	<p>3.1. Deal with customers effectively and politely, inspiring the customer's confidence and obtain</p> <ul style="list-style-type: none"> • customer details • customer requirements <p>3.2. Interpret customer requirements and communicate and advise clearly on</p> <ul style="list-style-type: none"> • style selection • cloth selection • suitability of style in relation to the customer's figure, character and personality <p>3.3. Confirm customers' requirements relating to</p> <ul style="list-style-type: none"> • style selection

	<ul style="list-style-type: none"> • cloth selection <p>3.4. Take accurate detailed measurements and calculations</p> <p>3.5. Make accurate estimates of fabrics and materials</p> <p>3.6. Record all requests and information accurately and communicate to colleagues appropriately</p>
<p>4. Complete bespoke tailored garment sale</p>	<p>4.1. Confirm that patterns and garments are of the style and fit agreed with the customer</p> <p>4.2. Recognise and confirm faults and take appropriate action relating to</p> <ul style="list-style-type: none"> • garment make • garment fit • garment finish <p>4.3. Record all customer requirements accurately and communicate to colleagues appropriately</p>
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit CandT1</p>	

Make Handcraft / Bespoke Trousers or Skirt and Waistcoat: Basting

Unit Reference	H/601/3840
Level	3
Credit Value	12
Guided Learning (GL)	60 hours
Unit Summary	This unit is for those who baste trousers, waistcoats or skirts in bespoke tailoring. The job role involves preparing a baste and using hand and machine sewing skills and techniques.
Learning Outcomes (1 to 7) <i>The learner will:</i>	Assessment Criteria (1.1 to 7.1) <i>The learner can:</i>
1. Understand the construction, qualities and characteristics of cloth used in the production of bespoke tailored garments	<p>1.1. Analyse cloth construction, characteristics and behaviour that effect the finished garment, to include</p> <ul style="list-style-type: none"> • tension • relaxation • distortion • faults <p>1.2. Select appropriate cloth for</p> <ul style="list-style-type: none"> • a pair of trousers or skirt • a waistcoat
2. Understand the main principles of garment construction used in the production of bespoke tailored garments	<p>2.1. Evaluate the principles of garment construction including garment parts and figure variations when producing</p> <ul style="list-style-type: none"> • a pair of trousers or skirt • a waistcoat
3. Understand the basic principles of hand and machine sewing skills and techniques used in the production of bespoke tailored garments	<p>3.1. Evaluate a range of hand and machine stitches and explain their appropriate use in the production of bespoke tailored garments</p>
4. Understand and utilise machinery used for the production of bespoke tailored garments	<p>4.1. Analysis and select appropriate specialist equipment for the production of bespoke tailored garments</p>

	<p>4.2. Use equipment in accordance with operating procedures and manufacturers' instructions</p> <p>4.3. Identify common faults with equipment and how they can be rectified</p> <p>4.4. Take appropriate action when problems are identified</p>
<p>5. Be able to apply hand and machine stitching / baste</p>	<p>5.1. Baste a pair of trousers or a skirt and a waistcoat using an appropriate range of stitches</p> <ul style="list-style-type: none"> • by machine • by hand <p>5.2. Make bands and pleats appropriate to</p> <ul style="list-style-type: none"> • a pair of trousers or skirt • a waistcoat
<p>6. Use safe working practices that conform to current legislative requirements and codes of practice</p>	<p>6.1. Use working practices that are safe and conform to current legislative requirements and codes of practice</p>
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit T1</p>	

Make Handcraft / Bespoke Trousers or Skirts, and Waistcoats: Adjustments and Pockets

Unit Reference	F/601/3845
Level	3
Credit Value	11
Guided Learning (GL)	50 hours
Unit Summary	This unit is for those who make adjustments and insert trouser, waistcoat or skirt pockets in bespoke tailoring. The job role involves putting in leg linings, constructing pockets, adding facings, making pleats and godets and matching flared and biased seams.
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 construction, qualities and characteristics of cloth used in the production of bespoke tailored garments	1.1. Analyse cloth construction, characteristics and behaviour that effect the finished garment to include <ul style="list-style-type: none"> • tension • relaxation • distortion • faults • shrinking and stretch
2. Understand the main principles of garment construction used in the production of bespoke tailored garments	2.1. Evaluate and explain the construction <ul style="list-style-type: none"> • a pair of trousers or skirt • a waistcoat
3. Understand and apply the company's systems quality standards and procedures	3.1. Apply working practices that meet and adhere to the company's quality standards and procedures 3.2. Analyse the cut garment parts and job ticket and explain the <ul style="list-style-type: none"> • re-cut process • meaning of measures and notations on the job ticket
4. Be able to apply the principles of sewing skills and techniques	4.1. Demonstrate a variety of sewing skills and techniques related to the production of a pair of trousers or skirt and a waistcoat, including <ul style="list-style-type: none"> • insertion of leg/skirt linings

	<ul style="list-style-type: none"> • pockets construction • waistcoat front edges and fasten facings • trouser/ skirt pleats and staying • re-basting
5. Use safe working practices that conform to current legislative requirements and codes of practice	5.1. Use working practices that are safe and conform to current legislative requirements and codes of practice
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit T2</p>	

Make Handcraft / Bespoke Trousers, or Skirt and Waistcoat: Completion and Finishing

Unit Reference	L/601/3847
Level	3
Credit Value	12
Guided Learning (GL)	60 hours
Unit Summary	This unit is for those who complete, press and finish trousers, waistcoats or skirts in bespoke tailoring. The job role involves inserting zips and button closures, closing side seams, putting on waist bands, closing trousers/skirts and waistcoats, final finishing and pressing.
Learning Outcomes (1 to 8) <i>The learner will:</i>	Assessment Criteria (1.1 to 8.1) <i>The learner can:</i>
1. Understand the construction and suitable applications of cloth used in the production of bespoke tailored garments	1.1. Analyse a variety of fabrics and identify suitable cloths and applications for the production of <ul style="list-style-type: none"> • a pair of trousers or skirt • a waistcoat
2. Understand the application of suitable threads and interfacings	2.1. Analyse and identify appropriate threads, interfacings and pressing techniques used in the production of <ul style="list-style-type: none"> • a pair of trousers or skirt • a waistcoat
3. Understand the application of suitable and pressing and finishing techniques	3.1. Analysis and identify appropriate pressing and finishing techniques used in the production of <ul style="list-style-type: none"> • a pair of trousers or skirt • a waistcoat
4. Understand the principles of sewing skills and techniques used the production of bespoke tailored garments	4.1. Evaluate and explain the principles of sewing skills and techniques used in the production of a pair of trousers or skirt and a waistcoat, including <ul style="list-style-type: none"> • a range of seams • darts • zips • hand stitches

<p>5. Be able to apply the principles of sewing skills and techniques used in the production of bespoke tailored garments</p>	<p>5.1. Demonstrate a variety of sewing skills and techniques used in the production of a pair of trouser or skirt and waistcoat, including</p> <ul style="list-style-type: none"> • hand and machine stitching • buttons attach • zip insertion (standard and hidden zips) • complete pockets and necessary adjustments • sew and insert linings • close trousers or skirt • blind stitch hem of skirt or trouser bottoms • baste and fell dress braid • baste in and sew waistcoat back, lining and back straps • stay front scyes of waistcoat
<p>6. Be able to apply the principles of pressing and finishing techniques</p>	<p>6.1. Demonstrate a variety of pressing and finishing techniques used in the production of bespoke tailored garments and complete final finish and final pressing of</p> <ul style="list-style-type: none"> • a pair of trousers or skirt • a waistcoat
<p>7. Understand the company's systems quality standards and procedures</p>	<p>7.1. Apply working practices that meet and adhere to the company's quality standards and procedures</p>
<p>8. Use safe working practices that conform to current legislative requirements and codes of practice</p>	<p>8.1. Use working practices that are safe and conform to current legislative requirements and codes of practice</p>
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit T3</p>	

Make Handcraft / Bespoke Coat: Baste Making

Unit Reference	Y/601/3849
Level	3
Credit Value	12
Guided Learning (GL)	60 hours
Unit Summary	This unit is for those who plain baste and pocket baste a coat in bespoke tailoring. The job role involves preparing a baste, marking stitching, preparing a canvas, under-canvassing and liaising with cutter, sewing in pockets, basting foreparts back onto canvas and cutting through for pockets.
Learning Outcomes (1 to 7) <i>The learner will:</i>	Assessment Criteria (1.1 to 7.1) <i>The learner can:</i>
1. Understand the basic principles of hand and machine sewing skills and techniques used in the production of bespoke coats	1.1. Evaluate a range of hand stitches and explain their appropriate use in the production of bespoke coat making
2. Understand the main principles of garment construction used in the production of bespoke coats	2.1. Evaluate the principles of bespoke coat construction, including <ul style="list-style-type: none"> • how the garment is assembled • shrinking and stretching • figure variations • construction of specialised garments
3. Understand and utilise machinery used for the production of bespoke tailored garments	3.1. Analyse and select appropriate equipment for the production of bespoke coats, including <ul style="list-style-type: none"> • specialist machinery • needle and thread techniques • scissors, shear • iron • sewing machines 3.2. Use equipment in accordance with operating procedures and manufacturers' instructions 3.3. Identify common faults with equipment and how they can be rectified

	<p>3.4. Explain sewing machine care, maintenance procedures appropriate action when problems are identified</p>
<p>4. Be able to prepare bespoke coat for production</p>	<p>4.1. Prepare coat components for production, including</p> <ul style="list-style-type: none"> • pad canvas • under canvas foreparts • shrink and mould chest <p>4.2. Cut linings and canvas, including</p> <ul style="list-style-type: none"> • body and sleeve linings • body canvas to rough shape • chest pieces • flaps in all styles • patch pockets • pocketing • stays • jetting • welts <p>4.3. Cut under collar melton and canvas</p> <p>4.4. Cut and shape facings</p>
<p>5. Be able to sew and press main components of a bespoke coat</p>	<p>5.1. Demonstrate the safe use of industrial machinery and equipment</p> <p>5.2. Sew and press components to the quality standards required and in the correct sequence, including</p> <ul style="list-style-type: none"> • forepart darts and centre back • centre back including centre vents • stretch blades • cut and insert out breast welt plain and matching • attach stays • hand/machine tack welt • attach forepart lining to facing • baste front edges and hems <p>5.3. Identify and summarise issues and liaise with cutter if appropriate</p>
<p>6. Be able to position insert/attach sew and press the pockets of a bespoke coat</p>	<p>6.1. Sew and press pocket components to the quality standards required and in the correct sequence, including</p> <ul style="list-style-type: none"> • make flaps in desired style • insert jetted pockets (straight, crescent and slanted) in plain and matching • insert flaps • insert in breast and ticket pockets • insert hare pocket tab and button

	<ul style="list-style-type: none"> • make and attach patch pockets • make inverted pleat pockets • make box pleat patch pockets
7. Use safe working practices that conform to current legislative requirements and codes of practice	7.1. Use working practices that are safe and conform to current legislative requirements and codes of practice
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit T4</p>	

Make Handcraft / Bespoke Coat: Forward Making

Unit Reference	R/601/3851
Level	3
Credit Value	12
Guided Learning (GL)	60 hours
Unit Summary	This unit is for those who forward make a coat in bespoke tailoring. The job role involves, putting the facings on, putting the fore-part linings in, putting the back in, making up sleeves and basting on undercollar.
Learning Outcomes (1 to 7) <i>The learner will:</i>	Assessment Criteria (1.1 to 7.1) <i>The learner can:</i>
1. Understand the basic principles of hand and machine sewing skills and techniques used in the production of bespoke coats	1.1. Evaluate a range of hand and machine stitches and explain their appropriate use in the production of bespoke coat making
2. Understand the main principles of garment construction used in the production of bespoke coats	2.1. Evaluate the principles of bespoke coat construction, including <ul style="list-style-type: none"> • how the garment is assembled • shrinking and stretching • figure variations
3. Understand and utilise machinery used for the production of bespoke tailored garments	3.1. Analyse and select appropriate equipment for the production of bespoke coats, including <ul style="list-style-type: none"> • specialist machinery • needle and thread techniques • scissors, shear • iron • sewing machines 3.2. Use equipment in accordance with operating procedures and manufacturers' instructions 3.3. Identify common faults with equipment and how they can be rectified 3.4. Explain sewing machine care, maintenance procedures appropriate action when problems are identified

<p>4. Be able to apply facings on to a bespoke tailored coat</p>	<p>4.1. Sew and press components to the quality standards required and in the correct sequence, including</p> <ul style="list-style-type: none"> • pad lapels • apply canvas on edges • baste and fell tapes on edges • baste on facings, press and machine • press open edges and turn out • baste out edges • lash facings
<p>5. Be able to attach fore-part linings and the back of a bespoke tailored coat</p>	<p>5.1. Sew and press components to the quality standards required and in the correct sequence, including</p> <ul style="list-style-type: none"> • attach back lining to back • close side seams • mark bottom and tack • close lining on side seam • making vents • baste on undercollar
<p>6. Be able to make up the sleeves of a bespoke tailored coat</p>	<p>6.1. Sew and press components to the quality standards required and in the correct sequence, including</p> <ul style="list-style-type: none"> • sew forearm seam and press • cuff canvas insertion • vent making and tacking • machine seam sleeve lining • baste in sleeve linings • hind seam closing and press • make half turnback cuff plain and matching • make full turnback cuff
<p>7. Use safe working practices that conform to current legislative requirements and codes of practice</p>	<p>7.1. Use working practices that are safe and conform to current legislative requirements and codes of practice</p>
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit T5</p>	

Make Handcraft / Bespoke Coat: Finishing and Pressing

Unit Reference	Y/601/3852
Level	3
Credit Value	11
Guided Learning (GL)	60 hours
Unit Summary	This unit is for those who finish a coat in bespoke tailoring. The job role involves finishing coat including buttonholes, edging stitching and lining and final pressing.
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 basic principles of hand and machine sewing skills and techniques used in the production of bespoke coats	1.1. Evaluate a range of hand and machine stitches and explain their appropriate use in the production of bespoke coat making
2. Understand the main principles of garment construction used in the production of bespoke coats	2.1. Evaluate the principles of bespoke coat construction, including <ul style="list-style-type: none"> • how the garment is assembled • shrinking and stretching • figure variations
3. Understand and utilise machinery used for the production of bespoke tailored garments	3.1. Analyse and select appropriate equipment for the production of bespoke coats, including <ul style="list-style-type: none"> • specialist machinery • needle and thread techniques • scissors, shear • iron • sewing machines 3.2. Use equipment in accordance with operating procedures and manufacturers' instructions 3.3. Identify common faults with equipment and how they can be rectified 3.4. Explain sewing machine care, maintenance procedures appropriate action when problems are identified

<p>4. Be able to finish a bespoke tailored coat</p>	<p>4.1. Sew and press components to the quality standards required and in the correct sequence, including</p> <ul style="list-style-type: none"> • fell throughout (linings and collar) • hand stitch edges (prick stitch and swelled edge) • handwork buttonholes • make and insert hanger • remove bastings • top press sleeves, backs, fronts, collars and shoulders • press drape to armholes • press and block sleeve heads • press linings and lapels • sew on buttons
<p>5. Use safe working practices that conform to current legislative requirements and codes of practice</p>	<p>5.1. Use working practices that are safe and conform to current legislative requirements and codes of practice</p>
<p>Mapping to National Occupational Standards This unit relates to Bespoke Cutting and Tailoring NOS January 2012 Unit T7</p>	

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group 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 a Skills and Education Group Awards 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 Skills and Education Group Awards 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 Skills and Education Group Awards.

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 – Skills and Education Group Awards 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.

Skills and Education Group Awards 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 Qualifications' which can be downloaded from the website.

Exemptions

There are no identified exemptions for these qualifications.

Equivalencies

There are no identified equivalencies for these qualifications.

Certification

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

Skills and Education Group Awards policies and procedures are available on the website.

Glossary of Terms

GL (Guided Learning)

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.