



Qualification Guidance

SEG Awards Level 2 Certificate in Fashion and Textiles

England - 500/5196/9

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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Specification Code, Date and Issue Number

The specification code is C2100-02, C2050-02, C2060-02

Version	Date	Details of change
8.3	June 2022	Update of qualification review date
8.4	October 2022	New front page
8.5	December 2024	Updated UKFT Logo in header
8.6	August 2025	Updated review date to 31/12/2028

This guide should be read in conjunction with the Indicative Content document **version 1.0** 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 2 Certificate in Fashion and Textiles is 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.

Pre-requisites

There are no specific entry requirements for this qualification.

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 2 Certificate 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 SEG Awards Level 2 Certificate in Fashion and Textiles enable 14+ learners to access appropriately sized vocationally relevant programmes of accredited learning.

Qualification Structure and Rules of Combination

Rules of Combination: Level 2 Certificate in Fashion and Textiles

Learners must achieve 25 credits from one pathway.

Unit	Unit Number	Level	Credit Value	GL
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				
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				
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

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

The SEG Awards 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 SEG Awards Level 2 Certificate in Fashion and Textiles provides an introduction and a steppingstone to further specific training and skills development in either apprenticeships or other forms of further education.

Learners may wish to progress onto SEG Awards Level 3 Award/Certificate in Fashion and Textiles.

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 2 Certificate in Fashion and Textiles – 500/5196/9 SEG Awards Level 2 Certificate in Fashion and Textiles (Sewing and Textiles) – 500/5196/9 SEG Awards Level 2 Certificate in Fashion and Textiles (Pattern Cutting) – 500/5196/9								
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							
Age Range	Pre 16	✓	16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by: <ul style="list-style-type: none"> Ofqual CCEA in Northern Ireland 							
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	01/09/2008							
Review Date	31/12/2028							
Operational End Date								
Certification End Date								
Guided Learning (GL)	200 hours							
Total Qualification Time TQT)	250 hours							
Credit Value	25							
Skills and Education Group Awards Sector	Sewing and Textiles							
Ofqual SSA Sector	4.2 Manufacturing Technologies							
Support from Trade Associations/Stakeholder Support	UKFT							
Administering Office	See Skills and Education Group Awards website							

Design Principles in the Fashion and Textiles Industry

Unit Reference	D/502/0372
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
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 sources of inspiration	2.1. Present research and sources of inspiration in a clear and readable style
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
Mapping to National Occupational Standards No direct mapping	

Soft Furnishing

Unit Reference	H/502/0373
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
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 fabrics and haberdashery	3.1. Select appropriate 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

Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009

MSP2, MSP3, MSP4

Surface Patterning

Unit Reference	K/502/0374
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
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 surface patterns	2.1. Generate and present ideas for surface patterns from sources of inspiration relating to colour, shape and texture 2.2. Communicate through drawing the application of surface pattern to fabrics
3. Be able to create a variety of pattern formations	3.1. Create a variety of pattern formations (e.g. repeats, rotations, overlaps, offsets, variation in scale and composition) 3.2. Demonstrate through drawing their application as surface patterned textiles for garments, accessories or soft furnishings

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
Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 HS1, MSP1	

Industrial Garment Construction

Unit Reference	M/502/0375
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
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 machinery and equipment	2.1. Use all the machinery and equipment correctly <ul style="list-style-type: none"> • sewing equipment • pressing equipment • 3/4/5 thread overlocker • blind hemmer • buttonholer • cover stitch equipment
3. Be able to select machinery, threads and construction methods relating to fabric type	3.1. Use correct / appropriate machines, and threads compatible with selected fabric 3.2. Select appropriate methods of construction for selected fabric type 3.3. Explain selections made

<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>
<p>Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 HS1, MSP1, MSP2, MSP3</p>	

Introduction to Tailoring

Unit Reference	T/502/0376
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
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 and identify different styles of tailored garments for men and women	2.1. Research into tailoring to identify different styles of tailored garments for men and women 2.2. Present findings using appropriate media
3. Be able to use drawing / sketching to develop design variations	3.1. Develop design variations for a tailored jacket 3.2. Communicate design and technical information using drawing methods
4. Know how to deconstruct a tailored jacket and identify the basic materials and component parts	4.1. Deconstruct a tailored jacket 4.2. Identify the basic materials and component parts

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
Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP2, MSP3, MSP4, MSP6	

Introduction to Footwear

Unit Reference	A/502/0377
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
Unit Summary	Learners will gain a basic introduction to the pattern grading and construction of non-lasting 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 footwear styles and their construction	2.1. Identify a range of different footwear styles, traditional and 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
Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2007 and Bespoke Tailoring MSP3, MSP4, C5	

Introduction to Accessories (Bags)

Unit Reference	Y/501/7955
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
Unit Summary	<p>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.</p>
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 and methods of construction	2.1. Identify different types of bag styles 2.2. Identify appropriate materials for different bag styles 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)

5.1. Construct and line a two piece bag with handle(s) and closure (e.g. flap / zip)

Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009
MSP3, MSP4

Garment Construction (Craft)

Unit Reference	D/501/7959
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
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 relating to choice of fabric, haberdashery and pattern	3.1. Analyse key considerations 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
Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP2, MSP3, MSP4, MSP6, HS1	

Taking Measurements and Constructing Basic Blocks

Unit Reference	K/501/7958
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
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
3. Be able to draft full-scale basic blocks using the charts prepared in 2.3	3.1. Present basic blocks in suitable format with a list of measurements and a description of the figure (or relevant data) 3.2. Accurately draft <ul style="list-style-type: none"> • a skirt • two bodices • two sleeves • a pair of trousers 3.3. Demonstrate the inclusion of appropriate ease allowances on the basic blocks 3.4. Mark and label the basic blocks to show <ul style="list-style-type: none"> • name of piece • straight of grain

	<ul style="list-style-type: none"> • notches • size
4. Be able to produce toiles for all blocks	<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>
5. Using the standard ¼ or 1/5 scale basic blocks be able to demonstrate the alterations necessary for the different figure faults	<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
Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP3	

Producing Pattern Adaptations

Unit Reference	M/501/7959
Level	2
Credit Value	10
Guided Learning (GL)	80 hours
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 ¼ or 1/5 or ½ 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 • godets
3. Be able to adapt bodice blocks to show manipulation and repositioning of suppression	3.1. Adapt, manipulate and reposition suppression for <ul style="list-style-type: none"> • darts • gathers • tucks • seams
4. Be able to adapt bodice blocks for a variety of styles	4.1. Adapt bodice blocks for styles which include <ul style="list-style-type: none"> • yoked bodice • dartless bodice • sleeveless bodice • additional fullness • buttoned openings • high necklines

	<ul style="list-style-type: none"> • low necklines • facings
5. Be able to recognise the different parts of a collar and identify the relationship of the collar shape to the bodice neckline	<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>
6. Be able to draft collar patterns using direct measurements	<p>6.1. Draft patterns for the following collar types</p> <ul style="list-style-type: none"> • flat • half stand • shirt • convertible • stand • bias
7. Be able to draft collars by adapting the bodice block where necessary	<p>7.1. Use the bodice block where necessary and construct collar patterns for</p> <ul style="list-style-type: none"> • rever • collar and rever • grown-on collar
8. Be able to adapt bodice and skirt blocks to produce dress blocks	<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
9. Be able to adapt dress blocks	<p>9.1. Adapt dress blocks to produce</p> <ul style="list-style-type: none"> • princess line • empire line • double breasted style • asymmetric style
10. Be able to adapt sleeve blocks	<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
11. Be able to adapt basic trouser blocks	<p>11.1. Adapt basic trouser blocks for</p> <ul style="list-style-type: none"> • trousers with added fullness • fitted trousers

	<ul style="list-style-type: none"> • yoked trousers • pleated top trousers • shorts • fly front fastening
12.Be able to draft patterns for interlinings and linings where appropriate	12.1. Draft patterns for <ul style="list-style-type: none"> • linings • interlinings
13.Be able to mark up patterns appropriately	13.1. Mark and label all pattern pieces to show <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
Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP3	

Relating Fabrics to Style and Planning Lays

Unit Reference	H/501/7960
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
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
4. Have knowledge of appropriate lays for different fabrics	4.1. Identify fabrics which create difficulties when lay planning 4.2. Select a fabric for each of three designs requiring <ul style="list-style-type: none"> • single lay • one way lay • dovetail lay 4.3. Identify reasons for the choice of fabrics
5. Understand how to complete two lay plans on plain fabrics	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 5.2. Demonstrate correct positioning of grain lines

	5.3. Demonstrate economical utilisation of fabric
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Mapping to National Occupational Standards

This unit relates to Manufacturing Sewn Products NOS 2009 MSP3

Producing Complete Patterns

Unit Reference	K/501/7961
Level	2
Credit Value	5
Guided Learning (GL)	40 hours
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
3. Be able to complete and present patterns appropriately	3.1. Label patterns with appropriate information 3.2. Present work with working patterns
4. Be able to present finished patterns in a suitable format	4.1. Present finished patterns with <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
Mapping to National Occupational Standards This unit relates to Manufacturing Sewn Products NOS 2009 MSP3	

Fashion Design: Illustration Techniques

Unit Reference	M/505/0847
Level	2
Credit Value	3
Guided Learning (GL)	24 hours
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 a design collection on a storyboard	3.1. Produce a design storyboard to a specified format
Mapping 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	

Fashion Design: Presentation

Unit Reference	H/505/0859
Level	2
Credit Value	3
Guided Learning (GL)	24 hours
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 4) <i>The learner will:</i>	Assessment Criteria (1.1 to 4.1) <i>The learner can:</i>
1. Be able to produce technical drawings of a fashion design	1.1. Select a fashion design 1.2. Produce front and back view flat technical drawings of the chosen design 1.3. Produce front and back view flat technical drawings showing alternative design details 1.4. Add all details and appropriate construction notes including the type/s of fabric to be used
2. Be able to identify fabrics and trimmings for a fashion design	2.1. Select swatches and record relevant information including: <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
Mapping 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

Handcraft Tailoring Techniques

Unit Reference	D/501/8041
Level	3
Credit Value	8
Guided Learning (GL)	60 hours
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 • pockets • pressing methods • shoulder pads • trimmings • vents • waist band 2.2. Select and use suitable sewing techniques to suit a range of different types of fabrics and threads
3. Be able to manage and organise their learning	3.1. Demonstrate personal organisation, management and effective study skills through both visual and practical records

Mapping to National Occupational Standards

This unit relates to Bespoke Cutting and Tailoring NOS 2007

HS1, T2, T3

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.