

ABC  
AWARDS

LEVEL 3 NVQ  
IN  
BESPOKE CUTTING AND TAILORING





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**LEVEL 3 NVQ**

**IN**

**BESPOKE CUTTING AND TAILORING**

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ABC Awards' national operation is supported through its regional offices which provide support to centres and a full range of assessment services. ABC Awards has a team of dedicated staff who can offer advice and guidance on the full Portfolio, Examination and Moderation services including e-Assessment offered by ABC Awards, as well as the full range of ABC Awards training events and conferences. The team is committed to helping you in the way that suits your requirements and is available to visit you at your convenience.

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## Qualification Summary

### 500/3778/X ABC Level 3 NVQ in Bespoke Cutting and Tailoring

| Units      |                                                                                         | Mandatory | Optional |
|------------|-----------------------------------------------------------------------------------------|-----------|----------|
| H103/6578  | 01 HS1 - Health, Safety and Security at Work                                            | ü         |          |
| F/104/0704 | 02 C1 - Prepare Materials and Trimmings for Bespoke Tailoring                           |           | ü        |
| J/104/0705 | 03 C2 - Lay patterns, mark-in and cut cloth for Bespoke Tailoring                       |           | ü        |
| L/104/0706 | 04 C4 - Construct Patterns for Bespoke Tailoring                                        |           | ü        |
| R/104/0707 | 05 C&T1 - Carry out bespoke selling                                                     |           | ü        |
| Y/104/0708 | 06 T1 - Make Handcraft/Bespoke Trousers, Waistcoats or Skirts: Basting                  |           | ü        |
| D/104/0709 | 07 T2 - Make Handcraft/Bespoke Trousers, Waistcoats or Skirts: Adjustments and Pockets  |           | ü        |
| R/104/0710 | 08 T3 - Make Handcraft/Bespoke Trousers, Waistcoats or Skirts: Completion and Finishing |           | ü        |
| Y/104/0711 | 09 T4 - Make Handcraft/Bespoke Coats: Baste Making                                      |           | ü        |
| D/104/0712 | 10 T5 - Make Handcraft/Bespoke Coat: Forward Making                                     |           | ü        |
| H/104/0713 | 11 T7 - Make Handcraft/Bespoke Coat: Finishing and Pressing                             |           | ü        |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rules of combination</b>      | The ABC Level 3 NVQ in Bespoke Cutting and Tailoring is made up of 1 mandatory unit and 3 optional units.<br><br><b>NB</b> Optional units to be selected from either Cutting Units (02,03,04,05 and 6) or Tailoring Units (05,06,07,08,09,10,11)                                                                                                                                      |
| <b>Assessment</b>                | All units are internally assessed, internally and externally verified                                                                                                                                                                                                                                                                                                                 |
| <b>Grading</b>                   | Pass                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Pathways</b>                  | There are 2 pathways available – Cutting or Tailoring                                                                                                                                                                                                                                                                                                                                 |
| <b>Entry Requirements</b>        | It is advised that learners should have ABC Level 2 NVQ in Manufacturing Sewn Products as a minimum entry to ABC Level 3 NVQ in Bespoke Cutting and Tailoring. In addition, learners must be working within the area of the creation of sewn products and it is recommended that learners accessing this programme will have completed full-time education up to the age of 16 years. |
| <b>Accreditation Start Date</b>  | 01/03/2008                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Accreditation End Date</b>    | 31/12/2010                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Certification End Date</b>    | 31/12/2013                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Section 96/97:</b>            | ü                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Pre 16</b>                    | ü                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>16 – 18</b>                   | ü                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>19 +</b>                      | ü                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>LSC Qualification Code</b>    | <b>5003778X</b>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Recommended GLH</b>           | There are no recommended GLH for this NVQ                                                                                                                                                                                                                                                                                                                                             |
| <b>Points Score</b>              | See ABC Awards web site                                                                                                                                                                                                                                                                                                                                                               |
| <b>Contribution to Threshold</b> | See ABC Products & Services Guide                                                                                                                                                                                                                                                                                                                                                     |

|                                                       |                                                        |
|-------------------------------------------------------|--------------------------------------------------------|
| <b>Type of Funding Available FE<br/>WBL<br/>ACL</b>   | See LAD (Learning Aims Database)                       |
| <b>Fees</b>                                           | See ABC Awards website for current fees and charges    |
| <b>ABC Sector</b>                                     |                                                        |
| <b>QCA Tier 2 Sector</b>                              |                                                        |
| <b>Support</b>                                        | Skillfast UK                                           |
| <b>Additional Information e.g.<br/>Special Status</b> | This is an NVQ and subject to the NVQ Code of Practice |
| <b>ABC Administering Office</b>                       | Nottingham                                             |

## Introduction

This NVQ has been developed in association with Skillfast-UK, the Sector Skills Council (SSC) for apparel, footwear, textiles and related businesses.

National Vocational Qualifications (NVQs) are work-based qualifications that assess the skills and knowledge people need to perform their job role effectively. The qualifications are based on national occupational standards, which define what employees, or potential employees, must be able to do and know, how well they must do these things, and the circumstances in which they have to use the skills or carry out the activities.

## Aims

The ABC Awards NVQ Level 3 in Bespoke Cutting and Tailoring aims to:

- Provide specialist skills and knowledge training relevant to the tailoring industry
- Provide transferable skills training and development relevant to employment in the sector
- Provide learners with opportunities to develop their creative potential through applied learning
- Enable learners to understand and engage with current industry practice
- Enable learners to develop their skills and knowledge through the provision of an incremental and individualised learning programme
- Enable progression to employment within the tailoring and related industries sector
- Facilitate progression to specialist further and higher-level learning programmes
- Support a high skill, niche market industry

## Target Group

This qualification is designed for those learners who:

- are aged 16 – 25, in post-school education or training, are undertaking other vocational qualifications and wish to complete these programmes to acquire relevant skills and knowledge relating to the clothing and design sector, as a foundation to employment and/or further education.
- for a number of reasons, have not been able to previously access appropriate provision and accreditation across the sector, to facilitate progression to further education/training and/or employment.
- are adults returning to education/training, learners from non-traditional backgrounds.
- are professionals wishing to re-skill and undertake vocational updating, leading to enhanced opportunities for career progression and diversification

ABC Awards 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.

## Rules of Combination

The ABC Level 3 NVQ in Bespoke Cutting and Tailoring is made up of 1 mandatory unit and 3 optional units.

**NB** Optional units to be selected from either **Cutting Units** (02,03,04,05 and 6) or **Tailoring Units** (05,06,07,08,09,10,11)

Suggested options could be as follows:

| Unit                                             | Job Role               |
|--------------------------------------------------|------------------------|
| Unit 02 – C1<br>Unit 03 – C2<br>Unit 04 – C4     | Assistant Cutter       |
| Unit 06 – T1<br>Unit 07 – T2<br>Unit 08 – T3     | Trouser Maker          |
| Unit 09 – T4<br>Unit 10 – T5                     | Forward Maker of Coats |
| Unit 06 – T1<br>Unit 09 – T4<br>Unit 11 – T7     | Finisher               |
| Unit 05 – C & T1<br>Unit 02 – C1<br>Unit 06 – T1 | Sales Person           |

## Progression Opportunities

Completion of the qualification will provide a firm basis for a career in tailoring and should also lead to improved employment prospects in the tailoring profession.

Centres must implement a guidance procedure and an equal opportunities policy. Centres must be satisfied that all learners accepted will be capable of achieving the outcomes of the course at the stated level.

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.

# Qualification Content

## Level 3 NVQ in Bespoke Cutting and Tailoring

### Unit 1 (Mandatory) HS1 Health, Safety and Security at Work

**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

To achieve this unit learners must:

1. Take action in the event of fire, emergencies or accidents
2. Monitor the workplace for hazards
3. Contribute to maintaining the security of the workplace and its contents

### Key Areas of Knowledge and Understanding

- a. Where alarms, emergency exits, escape routes, emergency equipment and assembly points are located
- b. What the alarm sounds like
- c. What hazardous substances are used in the workplace and methods of making safe or reducing their danger in the event of an accident
- d. How to handle and store hazardous substances
- e. What the most likely accidents and emergencies in the workplace are and how to deal with them
- f. Who the nominated first aiders are
- g. How to deal with loss of property

### Regulations, Rules and Guidelines

- a. The organisation's rules, codes, guidelines and standards relating to health, safety and security
- b. Equipment operating procedures
- c. Handling and lifting techniques
- d. Correct use and maintenance of any protective clothing and/or equipment
- e. Responsibilities under the Health & Safety at Work Act and COSHH (Control of Substances Hazardous to Health)
- f. Environmental requirements
- g. Manufacturers' instructions

**Skills and Techniques**

- a. Identifying the location and type of incident
- b. Raising alarms
- c. Following emergency procedures
- d. Using emergency equipment
- e. Recognising potential hazards and rectifying them where possible
- f. Storing materials and equipment
- g. Handling waste and debris and moving them to safe locations
- h. Identifying malfunctions in machinery and equipment, correcting if possible, and reporting them
- i. Noting service malfunctions and chemical leaks

**Workplace Skills**

- a. Communicate effectively with colleagues and customers
- b. Comply with written instructions
- c. Complete forms, reports and other documentation
- d. Keep accurate records

**Additional Requirements for Man-Made Fibres**

1. Correctly use at least three of the following types of personal protective equipment:
  - a. eye protection
  - b. hearing protection
  - c. safety gloves
  - d. safety footwear
  - e. hard hats
  - f. respirators
2. Comply with procedures in the event of the following types of emergency:
  - a. fire
  - b. contamination (e.g. from leaks, spillages, gas emission)
  - c. accident and injury to persons
  - d. explosion

## **Unit 2 (Optional) - C1 Prepare Materials and Trimmings for Bespoke Tailoring**

**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**

To achieve this unit learners must:

1. Select the linings and interlinings appropriate to each garment
2. Cut the lengths of linings and interlinings for each garment
3. Select the sewings and other trimmings appropriate to each garment
4. Add the sewings and other trimmings to each garment
5. Make up garment bundles
6. Stock control of trimmings and linings

### **Key Areas of Knowledge and Understanding**

- a. The names, appearance, qualities and characteristics of the various linings, interlinings, sewings and other trimmings
- b. The methods of measuring or calculating the quantities of linings, sewings and other trimmings
- c. Job ticket systems
- d. Trimmings stock control systems
- e. Suppliers names, addresses, delivery times, reliability and prices
- f. Buying policies
- g. Check purchase invoices on receipt of delivery

### **Regulations, Rules and Guidelines**

- a. The company's relevant systems and procedures
- b. Company buying policy
- c. Relevant quality standards
- d. The company's relevant rules, codes and guidelines
- e. Health & safety in the workplace

### **Skills and Techniques**

- a. Estimating and/or measuring the quantities of linings, interlinings, sewings and other trimmings required for each job according to the style, size and type of garment
- b. Selecting the correct quality of linings, sewings, and other trimmings required in relation to the cloth and type of garment
- c. Matching colours
- d. Using shears or trimmers for cutting linings and interlinings
- e. Dealing with faults in linings and other trimmings
- f. Bundling garments
- g. Check purchase invoices in receipt of delivery

### **Workplace Skills**

- a. Communicate effectively with colleagues and customers
- b. Make accurate estimates of fabrics and materials
- c. Make accurate and detailed measurements and calculations
- d. Interpret information and results

### **Unit 3 (Optional) - C2 Lay Patterns, Mark-in and Cut Cloth for Bespoke Tailoring**

**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**

To achieve this unit learners must:

1. Make the lay
2. Place the patterns to ensure checks/ stripes appear correctly on the finished garment
3. Interpret measures and notations given on job tickets
4. Lay out cloth
5. Steam cloth
6. Inspect cloth for faults
7. Lay the pattern economically to company standards
8. Mark round patterns onto cloth
9. Position and/or locate inlays
10. Cut cloth as marked
11. Mark in and cut pockets and cuts

#### **Key Areas of Knowledge and Understanding**

- a. Types of cloth fault and their effect on finished garments
- b. Acceptable lay positions accounting for cloth faults
- c. Economical lays
- d. Notations on garment ticket that determine the fitting required
- e. The principles of garment construction in a range of garments:
  - I. Garment parts
  - II. Position of parts
  - III. Pockets, collars, and trouser waist finishes
  - IV. Inlays, cuts, darts and wedges
- f. Cloth characteristics and behaviour:
  - I. Tension
  - II. Relaxation
  - III. Distortion

#### **Regulations, Rules and Guidelines**

- a. The company's relevant systems and procedures
- b. Relevant quality standards
- c. The company's relevant rules, codes and guidelines
- d. Health & safety in the workplace

#### **Skills and Techniques**

- a. Recognising which cloths are to be cut one way
- b. Recognising cloth faults and judging severity
- c. Position of patterns in relation to the grain of cloth
- d. Placing patterns so that stripes and checks appear correctly on finished garment
- e. Handling cloth and preparing for cutting
- f. Using chalk to produce clear accurate lines
- g. Measuring inlay allowances
- h. Using and maintaining shears

- i. Handling cloth when marking and cutting
- j. Positioning pockets and darts
- k. Interpreting instructions given on job tickets

**Workplace Skills**

- a. Communicate effectively with colleagues and customers
- b. Make accurate estimates of fabrics and materials
- c. Make accurate and detailed measurements and calculations

## **Unit 4 (Optional) – C4 Construct Patterns for Bespoke Tailoring**

**Unit Summary** - This unit is for those who construct patterns. The job role involves constructing garment patterns

### **Learning Outcomes**

To achieve this unit learners must:

1. Draft basic patterns from individual measures
2. Produce garment patterns by adapting block patterns
3. Draft garment patterns including line, balance and figurations

### **Key Areas of Knowledge and Understanding**

- a. Making garments:
  - I. How garments are put together
  - II. Problems encountered
  - III. Shrinking and stretching
- b. Garment patterns drafting and construction in relation to style
- c. Block patterns
- d. Figure variations
- e. Construction of specialised garments
- f. Pattern drafting for all garments

### **Regulations, Rules and Guidelines**

- a. The company's relevant systems and procedures
- b. Relevant quality standards
- c. The company's relevant rules, codes and guidelines
- d. Health & safety in the workplace

### **Skills and Techniques**

- a. Drafting basic patterns for garments:
  - I. Understanding the relevance and application of the given measurements
  - II. Using graduated square
  - III. Producing sharp lines
  - IV. Achieving line and balance
  - V. Marking figurations
  - VI. Using block patterns
  - VII. Picturing the made up garment
- b. Using pattern cutting shears
- c. Applying direct drafting to cloth
- d. Using cloth economically in direct drafting

### **Workplace Skills**

- a. Communicate effectively with colleagues and customers
- b. Make accurate estimates of fabrics and materials
- c. Make accurate and detailed measurements and calculations

## **Unit 5 (Optional) - C&T 1 Carry out Bespoke Selling**

**Unit Summary** - This unit is for those who bespoke sell. The job role involves bespoke selling.

### **Learning Outcomes**

To achieve this unit learners must:

1. Obtain details of customers requirements
2. Discuss and advise on style and selection of cloth
3. Interpret customers' requirements in garment patterns and finished garments
4. Initiate, follow through and complete bespoke sales

### **Key Areas of Knowledge and Understanding**

- a. How to understand and deal with customers
- b. The comprehensive range of styles and suitability of style to customer
- c. Fashion trends
- d. Types and features of cloths and suitability to garment uses
- e. Selling techniques in bespoke tailoring

### **Regulations, Rules and Guidelines**

- a. The company's relevant systems and procedures
- b. Relevant quality standards
- c. The company's relevant rules, codes and guidelines
- d. Health & safety in the workplace

### **Skills and Techniques**

- a. Taking and recording customers' orders
- b. Picturing the garment in relation to the customer's figure, character and personality
- c. Inspiring the customer's confidence
- d. Ensuring that patterns and garments are of the style and fit agreed with the customer
- e. Recognising faults in garments make, fit, and finish
- f. Understanding and meeting customers' requirements

### **Workplace Skills**

- a. Communicating effectively, politely and clearly with customers and colleagues
- b. Recording requests and information
- c. Make accurate estimates of fabrics and materials
- d. Make accurate and detailed measurements and calculations

## **Unit 6 (Optional) - T1 Make Handcraft/Bespoke Trousers, Waistcoats and Skirts: Basting**

**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**

To achieve this unit learners must:

1. Baste trousers, waistcoats and skirts
2. Sew by machine and by hand
3. Use a range of stitches as appropriate
4. Make bands and pleats

### **Key Areas of Knowledge and Understanding**

- a. The range of hand stitches
- b. The range of machine stitches
- c. Types of machines
- d. The machinery, machinery parts and equipment
- e. Fabric construction
- f. Types of cloth fault and their effects on the finished garment
- g. Garment parts for various garments
- h. Figure variations
- i. Cloth characteristics and behaviour including tension, relaxation and distortion

### **Regulations, Rules and Guidelines**

- a. The company's relevant systems and procedures
- b. Relevant quality standards
- c. The company's relevant rules, codes and guidelines
- d. Health & safety in the workplace

## Skills and Techniques

### ***Handsewing skills and techniques:***

- a. Threading frames and needles
- b. Using the needle and thimble
- c. Backstitching
- d. Using scissors
- e. Mark stitching
- f. Basting stitch
- g. Ten pick ups and needle point control
- h. Needle point position
- i. Sewing with cotton
- j. Felling stitch
- k. Cross stitch, bartacks and half backstitch
- l. Cutting notch lines of paper
- m. Serging stitch, side stitch and prick stitch
- n. Using shears
- o. Using the iron

### ***Machine sewing skills and techniques:***

- a. Scissor cuts
- b. Threading needles
- c. Thread control
- d. Guiding and stopping
- e. Guiding a needle down a straight line
- f. Sewing various lengths and stopping at fixed points
- g. Sewing in bursts
- h. Kneehand control
- i. Sewing centre parallel lines including zig zag, and including with thread
- j. Threading the machine including pull through
- k. Changing the spool and the needle
- l. Fixing and setting the guide

- m. Stitch lengths
- n. Tension adjustments
- o. Sewing chain cut threads
- p. Sewing and back tacking
- q. Back tacking edge
- r. Sewing a line in single ply and double ply
- s. Sewing a seam in cloth
- t. Ripping out seam sewing
- u. Sewing back tack in cloth (on edge)
- v. Sewing seam and back tacking
- w. Sewing seam check cloth
- x. Shrinking leg shape
- y. Cleaning the machine

## Workplace Skills

- a. Communicate effectively with colleagues and customers
- b. Make accurate estimates of fabrics and materials
- c. Make accurate and detailed measurements

## **Unit 7 (Optional) - T2 Make Handcraft/Bespoke Trousers, Waistcoats or Skirts: Adjustments and Pockets**

**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**

To achieve this unit learners must:

1. Return the garment for re-cutting
2. Put in leg linings
3. Construct the pockets
4. Make waistcoat front edges and fasten facings
5. Make skirt pleats and staying
6. Re-baste

### **Key Areas of Knowledge and Understanding**

- a. Fabric construction
- b. Types of cloth fault and their effects on the finished garment
- c. Cloth characteristics and behaviour including tension, relaxation and distortion
- d. Shrinking and stretching
- e. The principles of garment construction including:
  - Garment parts for various garments
  - Position of parts in trousers and skirts
  - Pocket finishes
  - Inlays, cuts, darts and wedges and pleats
- f. Figure variations
- g. Construction of leg and skirt garments
- h. The meaning of measures and notations on the job ticket

### **Regulations, Rules and Guidelines**

- a. The company's systems and procedures
- b. Relevant quality standards
- c. The company's rules, codes and guidelines
- d. Health & safety in the workplace

### **Skills and Techniques**

- a. Checking measurements
- b. Thread-marking
- c. Checking 'dress'
- d. Cutting and making waist-bands and side straps
- e. Cutting and making fly, button-catch and bearer
- f. Cutting and making side pocket facings
- g. Cutting and making hip pocket facings, flap and jetting
- h. Cutting and making waistcoat facings
- i. Cutting and making waistcoat pockets
- j. Cutting and making skirt pockets
- k. Making pleats for skirt
- l. Cutting stays for pockets

- m. Basting in fork lining
- n. Basting in pocket stays
- o. Cutting pocketing for side, hip and cash pockets
- p. Cutting curtains and waist-band linings
- q. Cutting lining for fly and button-catch
- r. Cutting extra fittings according to style
- s. Sew and insert pockets
- t. Serging cut edges
- u. Matching flared seams on skirts
- v. Press darts and pleats – top side
- w. Press side pocket jettings and facings
- x. Press darts – underside
- y. Making of bands

**Workplace Skills**

- a. Communicate effectively with colleagues and customers
- b. Make accurate estimates of fabrics and materials
- c. Make accurate and detailed measurements

## **Unit 8 (Optional) - T3 Make Handcraft/Bespoke Trousers, Waistcoats or Skirts: Completion and Finishing**

**Unit Summary** - This unit is for those who complete 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, waistcoats or skirts, final finishing and pressing.

### **Learning Outcomes**

To achieve this unit learners must:

1. Sew by hand and by machine
2. Insert buttons and zips in flies
3. Insert hidden zip
4. Complete pockets and adjustments
5. Sew linings
6. Baste in and sew waistcoat back, lining and backstraps
7. Stay front scyes of waistcoat
8. Close trousers and skirts
9. Blind stitch hem of skirt
10. Blind stitch trouser bottoms
11. Baste and fell dress braid
12. Complete final finishing
13. Complete final pressing

### **Key Areas of Knowledge and Understanding**

- a. A variety of fabrics and their suitable applications to construction
- b. The application of suitable threads and interfacing for chosen fabrics
- c. The principles of sewing
- d. The range and application of seams, darts, zips and hand stitches

### **Regulations, Rules and Guidelines**

- a. The company's relevant systems and procedures
- b. Relevant quality standards
- c. The company's relevant rules, codes and guidelines
- d. Health & safety in the workplace

## Skills and Techniques

| Hand                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Machine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>a. Insert button-holes in flies</li> <li>b. Hand stitch fly to top-side and finish button-catch</li> <li>c. Hand stitch front edges of waistcoat</li> <li>d. Hand stitch pleats of skirt as required and around zip</li> <li>e. Add adjustment buckles as required</li> <li>f. Back stitch seat seam from inside leg to fly</li> <li>g. Insert triangular tack at bottom of fly</li> <li>h. Check waist measure</li> <li>i. Complete sewing the seat-seam</li> <li>j. Double tacks at side pockets</li> <li>k. 'D' tacks at hip and cash pockets</li> <li>l. Sew on side-straps or elastic at back</li> <li>m. Sew in pocket bags</li> <li>n. Fix on curtain linings and finish side pockets</li> <li>o. Fell linings</li> <li>p. Sew buttons</li> <li>q. Check inside leg measure</li> <li>r. Blind stitch hem of skirt and bottom of trousers</li> <li>s. Make and attach extra fittings according to style</li> </ul> | <ul style="list-style-type: none"> <li>a. Overlock and serge cut edges</li> <li>b. Machine darts</li> <li>c. Make up fly and button holes</li> <li>d. Sew button-catch to topside</li> <li>e. Machine fly lining to topside</li> <li>f. Machine side pocket facings</li> <li>g. Machine on bands</li> <li>h. Make up pocket bags</li> <li>i. Insert zips</li> <li>j. Machine side-seams</li> <li>k. Machine waist-bands</li> <li>l. Machine waist-bands to trousers</li> <li>m. Machine hip pockets</li> <li>n. Machine in back lining to waistcoat</li> <li>o. Machine skirt linings and insert</li> <li>p. Machine inside leg seams</li> <li>q. Complete hip pocket</li> <li>r. Machine in cash pocket facings</li> <li>s. Make and attach extra fittings according to style</li> </ul> |
| <b>Finishing and Pressing</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>a. Press open side-seams</li> <li>b. Press open inside-leg seam</li> <li>c. Press open waist-band seam</li> <li>d. Press open fly and button-catch seam</li> <li>e. Shrink hams</li> <li>f. Shape calves</li> <li>g. Press open jetting seams in hip pocket</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>h. Press side pockets</li> <li>i. Press the tops and seat seams</li> <li>j. Press linings and pocket bags</li> <li>k. Press the bottoms</li> <li>l. Press creases and legs</li> <li>m. Press whole garment</li> <li>n. Check trousers for 'gloss'</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

### Workplace Skills

- a. Communicate effectively with colleagues and customers
- b. Make accurate estimates of fabrics and materials
- c. Make accurate and detailed measurements

## **Unit 9 (Optional) - T4 Make Handcraft/Bespoke Coat: Baste Making**

**Unit Summary** - This unit is for those who plain baste and pockets baste a coat in bespoke tailoring. The job role involves preparing a baste, marking stitching, preparing a canvas, undercanvassing and liaising with cutter, sewing in pockets, basting foreparts back onto canvas and cutting through for pockets

### **Learning Outcomes**

To achieve this unit learners must:

1. Prepare and pad canvas
2. Undercanvas foreparts
3. Shrink and mould chest
4. Cut body and sleeve linings, body canvas to rough shape, chest pieces, flaps in all styles, patch pockets, pocketing, stays, jetting, welts
5. Cut under collar melton and canvas
6. Cut and shape facings
7. Sew up forepart darts and centre back
8. Sew and press centre back including centre vents
9. Stretch blades
10. Cut and insert out breast welt plain and matching
11. Attach stays
12. Hand tack welt
13. Make flaps in desired style
14. Insert jetted pockets (straight, crescent and slanted) in plain and matching
15. Insert flaps
16. Attach forepart lining to facing
17. Baste out edges
18. Insert in breast and ticket pockets
19. Insert hare pocket tab and button
20. Make and attach patch pockets
21. Make inverted pleat pockets
22. Make box pleat patch pockets
23. Liaise with cutter, returning garment to cutter

### **Key Areas of Knowledge and Understanding**

- a. Stitches including: basting stitch, felling stitch, cross stitch, bartacks, backstitch, half backstitch, hemming stitch, serging stitch, side stitch, prick stitch, padding stitch
- b. Use of needle and thimble sitting and standing
- c. Use of scissors, shears and iron
- d. Use, care and maintenance of the sewing machine
- e. How garments are put together
- f. Shrinking and stretching
- g. Figure variations
- h. Construction of specialised garments

**Regulations, Rules and Guidelines**

- a. The company's relevant systems and procedures
- b. Relevant quality standards
- c. The company's relevant rules, codes and guidelines
- d. Health & safety in the workplace

**The Skills and Techniques**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><i>Handsewing skills and techniques:</i></b></p> <ul style="list-style-type: none"> <li>a. Threading frames and needles</li> <li>b. Using the needle and thimble</li> <li>c. Backstitching</li> <li>d. Using scissors</li> <li>e. Basting stitch</li> <li>f. Ten pick ups and needle point control</li> <li>g. Needle point position</li> <li>h. Sewing with cotton</li> <li>i. Felling stitch</li> <li>j. Cross stitch, bartacks and half backstitch</li> <li>k. Cutting notch lines of paper</li> <li>l. Serging stitch, side stitch and prick stitch</li> <li>m. Using shears</li> <li>n. Using the iron</li> </ul> | <p><b><i>Machine sewing skills and techniques:</i></b></p> <ul style="list-style-type: none"> <li>a. Scissor cuts</li> <li>b. Threading needles</li> <li>c. Thread control</li> <li>d. Guiding and stopping</li> <li>e. Guiding a needle down a straight line</li> <li>f. Sewing various lengths and stopping at fixed points</li> <li>g. Sewing in bursts</li> <li>h. Kneehand control</li> <li>i. Sewing centre parallel lines including zig zag, and including with thread</li> <li>j. Threading the machine including pull through</li> <li>k. Changing the spool and the needle</li> <li>l. Fixing and setting the guide</li> </ul> | <ul style="list-style-type: none"> <li>m. Stitch lengths</li> <li>n. Tension adjustments</li> <li>o. Sewing chain cut threads</li> <li>p. Sewing and back tacking</li> <li>q. Back tacking edge</li> <li>r. Sewing a line in single ply and double ply</li> <li>s. Sewing a seam in cloth</li> <li>t. Ripping out seam sewing</li> <li>u. Sewing back tack in cloth (on edge)</li> <li>v. Sewing seam and back tacking</li> <li>w. Sewing seam check cloth</li> <li>x. Cleaning the machine</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Workplace Skills**

- a. Communicate effectively with colleagues
- b. Make accurate estimates of fabrics and materials
- c. Make accurate and detailed measurements

## **Unit 10 (Optional) - T5 Make Handcraft/Bespoke Coat: Forward Making**

**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**

To achieve this unit learners must:

1. Pad lapels
2. Put canvas on edges
3. Baste and fell tapes on edges
4. Baste on facings, press and machine
5. Press open edges and turn out
6. Baste out edges
7. Lash facings
8. Attach back lining to back
9. Close side seams
10. Mark bottom and tack
11. Close lining on side seam
12. Making vents
13. Sew forearm seam and press
14. Cuff canvas insertion
15. Vent making and tacking
16. Machine seam sleeve lining
17. Baste in sleeve linings
18. Hind seam closing and press
19. Make half turnback cuff plain and matching
20. Make full turnback cuff

### **Key Areas of Knowledge and Understanding**

- a. Stitches including: basting stitch, felling stitch, cross stitch, bartacks, backstitch, half backstitch, hemming stitch, serging stitch, side stitch, prick stitch, padding stitch
- b. Use of needle and thimble sitting and standing
- c. Use of scissors, shears and iron
- d. Use, care and maintenance of the sewing machine
- e. How garments are put together
- f. Shrinking and stretching
- g. Figure variations

**Regulations, Rules and Guidelines**

- a. The company's relevant systems and procedures
- b. Relevant quality standards
- c. The company's relevant rules, codes and guidelines
- d. Health & safety in the workplace

**The Skills and Techniques*****Handsewing skills and techniques:***

- a. Threading frames and needles
- b. Using the needle and thimble
- c. Backstitching
- d. Using scissors
- e. Basting stitch
- f. Ten pick ups and needle point control
- g. Needle point position
- h. Sewing with cotton
- i. Felling stitch
- j. Cross stitch, bartacks and half backstitch
- k. Cutting notch lines of paper
- l. Serging stitch, side stitch and prick stitch
- m. Using shears
- n. Using the iron

***Machine sewing skills and techniques:***

- a. Scissor cuts
- b. Threading needles
- c. Thread control
- d. Guiding and stopping
- e. Guiding a needle down a straight line
- f. Sewing various lengths and stopping at fixed points
- g. Sewing in bursts
- h. Knee-hand control
- i. Sewing centre parallel lines including zig zag, and including with thread
- j. Threading the machine including pull through
- k. Changing the spool and the needle
- l. Fixing and setting the guide

- m. Stitch lengths
- n. Tension adjustments
- o. Sewing chain cut threads
- p. Sewing and back tacking
- q. Back tacking edge
- r. Sewing a line in single ply and double ply
- s. Sewing a seam in cloth
- t. Ripping out seam sewing
- u. Sewing back tack in cloth (on edge)
- v. Sewing seam and back tacking
- w. Sewing seam check cloth
- x. Cleaning the machine

**Workplace Skills**

- a. Communicate effectively with colleagues and customers
- b. Make accurate estimates of fabrics and materials
- c. Make accurate and detailed measurements

## **Unit 11 (Optional) – T7 Make Handcraft/Bespoke Coat: Finishing and Pressing**

**Unit Summary** – This unit is for those who make finish a coat in bespoke tailoring. The job role involves finishing coat including buttonholes, edging stitching and lining and final pressing.

### **Learning Outcomes**

To achieve this unit learners must:

1. Fell throughout (linings and collar)
2. Hand stitch edges (prick stitch and swelled edge)
3. Handwork buttonholes
4. Make and insert hanger
5. Remove bastings
6. Top Press sleeves, backs, fronts, collars and shoulders
7. Press drape to armholes
8. Press and block sleeve heads
9. Press linings and lapels
10. Sew on buttons

### **Key Areas of Knowledge and Understanding**

1. Stitches including: basting stitch, felling stitch, cross stitch, bartacks, backstitch, half backstitch, hemming stitch, serging stitch, side stitch, prick stitch, padding stitch
2. Use of needle and thimble sitting and standing
3. Use of scissors, shears and iron
4. Use, care and maintenance of the sewing machine
5. How garments are put together
6. Shrinking and stretching
7. Figure variations
8. Construction of specialised garments

**Regulations, Rules and Guidelines**

- a. The company's relevant systems and procedures
- b. Relevant quality standards
- c. The company's relevant rules, codes and guidelines
- d. Health & safety in the workplace

**The Skills and Techniques*****Handsewing skills and techniques:***

- 1. Threading frames and needles
- 2. Using the needle and thimble
- 3. Backstitching
- 4. Using scissors
- 5. Basting stitch
- 6. Ten pick ups and needle point control
- 7. Needle point position
- 8. Sewing with cotton
- 9. Felling stitch
- 10. Cross stitch, bartacks and half backstitch
- 11. Cutting notch lines of paper
- 12. Serging stitch, side stitch and prick stitch
- 13. Using shears
- 14. Using the iron

***Machine sewing skills and techniques:***

- a. Scissor cuts
- b. Threading needles
- c. Thread control
- d. Guiding and stopping
- e. Guiding a needle down a straight line
- f. Sewing various lengths and stopping at fixed points
- g. Sewing in bursts
- h. Kneehand control
- i. Sewing centre parallel lines including zig zag, and including with thread
- j. Threading the machine including pull through
- k. Changing the spool and the needle
- l. Fixing and setting the guide

- m. Stitch lengths
- n. Tension adjustments
- o. Sewing chain cut threads
- p. Sewing and back tacking
- q. Back tacking edge
- r. Sewing a line in single ply and double ply
- s. Sewing a seam in cloth
- t. Ripping out seam sewing
- u. Sewing back tack in cloth (on edge)
- v. Sewing seam and back tacking
- w. Sewing seam check cloth
- x. Cleaning the machine

**Workplace Skills**

- a. Communicate effectively with colleagues and customers
- b. Make accurate estimates of fabrics and materials
- c. Make accurate and detailed measurements

## **Delivery Guidance**

The unit structure of the qualification will enable learners to achieve accreditation for units successfully completed, if for some reason they are unable, or do not wish to achieve a full certificate.

The organisation of the qualification is at the discretion of the centre and will take into account the aims, aspirations and experience of the learners. There is no prescribed number of guided learning hours. It is at the discretion of each assessment centre and dependent upon the support an individual learner requires.

It is hoped that opportunities provided by the specification will be fully used to introduce related and general/key skills studies.

Centres must ensure that adequate arrangements are in place for supporting learners. This could be through, for example, separate assessment sessions or through the use of time within structured support sessions.

Centres are recommended to provide information and guidance to their learners on further education and training opportunities in the field of tailoring.

ABC Awards requires learners to be registered for a minimum of 10 weeks before certification can be claimed.

## **Resources**

ABC Awards expects that staff are appropriately qualified to assess learners against the outcomes and criteria within the units. Generally teaching staff should be qualified and/or vocationally experienced to at least a level above that which they are teaching.

ABC Awards' quality assurance procedures will monitor the way in which a centre's resources support learners' achievements.

## **Assessment**

Centres must be aware of their responsibilities relating to assessment, internal and external moderation and comply with ABC Awards' policies and procedures which can be found on the ABC Awards website.

Each unit has individual assessment requirements detailed in the unit template.

Assessment of evidence, although demonstrating competence across the learning outcomes and key areas of knowledge and understanding should, wherever possible, be holistic, i.e. rather than collecting individual pieces of evidence for each learning outcome, learners should gather evidence to illustrate competence:

- Across units that naturally link together in terms of whole job operations
- Where self-evaluation and working with others is required, the evidence may be collected for the job function but also provide for the core and optional units.

**Performance evidence should be gathered wherever possible from naturally occurring evidence collection in the work place.**

The whole of the ABC Awards Level 3 NVQ in Bespoke Cutting and Tailoring is assessed internally by suitably qualified assessors, and will be internally and externally verified.

All learners must compile a portfolio of evidence that shows achievement of all the relevant learning outcomes and key areas of knowledge and understanding for the mandatory unit and 3 optional units chosen from the list above. 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
- Taped evidence (Video or Audio)
- Photographic evidence
- Case studies/Assignments
- Other suitable supplementary evidence
- Simulation (if stated as being acceptable)
- Role Play
- Interview/Discussion

\*The most appropriate evidence for the qualification should be used.

**Portfolios do not need to be very large and must contain the learners' own work, not an abundance of tutor handouts.**

Each unit contains regulations, rules and guidelines; skills and techniques and workplace skills specific to the particular unit.

Assessors may use any method that is reliable, valid and fit for purpose. Units should only be signed off once all the requirements of the unit are met.

For more information on assessment and evidence collection, please refer to the ABC Awards web site.

## **Internal Assessment**

Each unit has individual assessment requirements detailed in the unit template. All internal assessments must be stored in a secure location until such time internal and external moderation is complete and ABC Awards' period for appeals has elapsed. All internal assessments must be accompanied by a signed Statement of Authenticity (this document is available on the ABC website).

## **Recording Assessment**

Documentation to assist in the recording of internal assessment and moderation is listed in Appendix 1 and is available on the ABC Awards website.

The Candidate Portfolio Checklists available on ABC Awards website, need to be printed for each learner for each unit. Learners need to record their evidence indicating where it can be found, the title/type of the evidence and the date the evidence was produced. Learners should indicate which Learning Outcomes and Key Areas of Knowledge and Understanding are covered for each piece of evidence. In addition, learners will need to record the Skills and Techniques covered by the evidence. Assessors need to sign the form when each unit has been completed. If chosen for sampling, Internal/External Verifiers need to complete their sections of the form.

ABC Awards supports and encourages the use of electronic evidence creation and ePortfolios. For further information please see ABC Awards' Policy and Guidance on the use of ICT to Create and Submit Electronic Assessment Evidence or contact your ABC Awards' administrator.

If using an ePortfolio (electronic portfolio) system you must ensure that the requirements of the qualification are accurately represented within the chosen ePortfolio system, and that learner achievement is clearly identifiable.

## **Internal Verification**

ABC Awards requires centres to implement and evidence a programme of internal verification to ensure that:

- learners gain access to fair and reliable assessment opportunities;
- internal assessment decisions of all assessors are sampled and monitored to ensure consistency;
- assessors are supported with advice and guidance;
- all work carried out is within agreed systems and procedures.

ABC's policies and procedures are available on the ABC Awards Website.

## **External Verification**

ABC Awards will appoint, train and allocate External Verifiers to:

- consider samples of internally assessed work from each centre on ABC Awards' behalf, usually once per academic year to ensure that internal assessment decisions are fair, reliable, valid and consistent;
- consider evidence of internal moderation;
- establish goodwill and offer advice relating to the delivery and assessment of an ABC qualification;
- select samples of learner evidence to be retained by ABC for quality assurance purposes.

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

## **Accreditation of Prior Learning (APL), Exemption and Credit Transfer**

ABC Awards encourages its centres to recognise the previous achievements of learners through APL, exemption and credit transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Assessors should confirm that the evidence is authentic and current and fulfils the requirements of the ABC unit. They should present the evidence in the usual way. Any queries should be referred to the Internal/External Moderator. ABC's policies and procedures are available on the ABC Website.

### **Certification**

Awarding is at Level 3.

Learners must achieve the learning outcomes and knowledge requirements for each unit in order to pass them.

For the award of a **Level 3 NVQ in Bespoke Cutting and Tailoring**, learners must successfully complete the mandatory unit and 3 optional units.

**ABC Awards requires learners to be registered for a minimum of 10 weeks before an award can be claimed.**

Learners will be certificated for all units and qualifications they achieve.

## Appendix 1 Additional Information

### ABC Guidance, Policies and Procedures

General information relating to the delivery, assessment and quality assurance of ABC qualifications can be found on the website in the Examination Officers' Guide.

### Resources and Qualification Guidance

Information and resources which have been designed specifically to support the delivery and assessment of this/these qualifications can be found on the website under *ABC Sector Name*.

Statement of Authenticity  
Candidate Portfolio Checklist  
Assessment/Action Plan Template  
Witness Testimony Template

### Appendix 2 Key Skills Signposting

The ABC Level 3 NVQ in Bespoke Cutting and Tailoring is mapped to the following Key Skills:

Level 2 Application of Number  
Level 2 Information Technology  
Level 3 Communication  
Level 3 Working with Others  
Level 3 Improving own Learning and Performance  
Level 3 Problem Solving

| Application of Number Level 2                                                                                                                              |          |                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Skill                                                                                                                                                  | ABC Unit | Signposting                                                                                                                                          |
| N2.1 Interpret information from <b>two</b> different sources, including material containing a graph                                                        | C2, C5   | Evidence could be derived by interpreting information such as measures and notations given on job tickets/drafting patterns from individual measures |
| N2.2 Carry out calculations to do with:<br>a amounts and sizes<br>b scales and proportion<br>c handling statistics<br>d using formulae                     | C1, C2   | Evidence could be derived from laying patterns/estimating and/or measuring trimmings                                                                 |
| N2.3 Interpret the results of your calculations and present your findings. You must use at least <b>one</b> graph, <b>one</b> chart and <b>one</b> diagram | C1,C2    | Evidence could be derived by interpreting any calculations carried out in N2.2 and presenting them in different ways                                 |

| <b>Information Technology Level 2</b>                                                                                                                                                            |                 |                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------|
| <b>Key Skill</b>                                                                                                                                                                                 | <b>ABC Unit</b> | <b>Signposting</b>                                                               |
| IT2.1 Search for and select information for <b>two</b> different purposes                                                                                                                        | All units       | Evidence could be generated by researching unit content on the Internet          |
| IT2.2 Explore and develop information, and derive new information, for <b>two</b> different purposes                                                                                             | All units       | Evidence could be generated by presenting information found in research          |
| IT2.3 Present combined information for <b>two</b> different purposes. Your work must include at least <b>one</b> example of text, <b>one</b> example of images and <b>one</b> example of numbers | All units       | Evidence could be generated by presenting combined information found in research |

| <b>Communication Level 3</b>                                                                                                                                          |                 |                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------|
| <b>Key Skill</b>                                                                                                                                                      | <b>ABC Unit</b> | <b>Signposting</b>                                                                                         |
| C3.1a Contribute to a group discussion about a complex subject                                                                                                        | All units       | Evidence could be generated by discussing different complex aspects of the unit                            |
| C3.1b Make a presentation about a complex subject, using at least <b>one</b> image to illustrate complex points                                                       | All units       | Evidence could be generated by giving an illustrated talk on any complex aspect of the unit                |
| C3.2 Read and synthesise information from <b>two</b> extended documents about a complex subject. One of these documents should include at least <b>one</b> image.     | All units       | Evidence could be generated by researching information for the unit                                        |
| C3.3 Write <b>two</b> different types of documents about complex subjects. One piece of writing should be an extended document and include at least <b>one</b> image. | All units       | Evidence could be generated by writing information for the portfolio based around the research carried out |

| <b>Working with Others Level 3</b>                                                                                                                    |                 |                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------|
| <b>Key Skill</b>                                                                                                                                      | <b>ABC Unit</b> | <b>Signposting</b>                                                                                   |
| WO3.1 Plan complex work with others, agreeing objectives, responsibilities and working arrangements                                                   | All units       | Evidence could be derived by planning complex work and setting up working arrangements with others   |
| WO3.2 Seek to establish and maintain cooperative working relationships over an extended period of time, agreeing changes to achieve agreed objectives | All units       | Evidence could be derived by working with others towards objectives set                              |
| WO3.3 Review work with others and agree ways of improving collaborative work in the future                                                            | All units       | Evidence could be derived by reviewing and improving collaborative working arrangements with others. |

| <b>Improving Own Learning and Performance Level 3</b>                                                                                                                                                                                                                                                                                                                                                |                 |                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key Skill</b>                                                                                                                                                                                                                                                                                                                                                                                     | <b>ABC Unit</b> | <b>Signposting</b>                                                                                                                   |
| LP3.1 Agree targets and plan how these will be met over an extended period of time, using support from appropriate people                                                                                                                                                                                                                                                                            | All units       | Evidence could be generated by completing action plans and setting targets and by seeking appropriate support                        |
| LP3.2 Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets. Improve your performance by: <ul style="list-style-type: none"> <li>• Studying a complex subject</li> <li>• Learning through a complex practical activity</li> <li>• Further study or practical activity that involves independent learning</li> </ul> | All units       | Evidence could be generated by following action plans set and carrying out independent further study                                 |
| LP3.3 Review progress on <b>two</b> occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands                                                                                                                                                                                                                                      | All units       | Evidence could be generated by carrying out reviews of progress made and using learning from other activities to improve performance |

| <b>Problem Solving Level 3</b>                                                                                                       |                 |                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------------------------------------------------------|
| <b>Key Skill</b>                                                                                                                     | <b>ABC Unit</b> | <b>Signposting</b>                                                                                         |
| PS3.1 Explore a complex problem, come up with <b>three</b> options for solving it and justify the option selected for taking forward | All units       | Evidence could be derived by showing an understanding of and identifying ways of solving a complex problem |
| PS3.2 Plan and implement at least <b>one</b> option for solving the problem, review progress and revise your approach as necessary   | All units       | Evidence could be derived by carrying out an option for solving the problem explored in PS3.1              |
| PS3.3 Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving | All units       | Evidence could be derived by by evaluating the effectiveness of the approach used in PS3.2                 |

### Appendix 3 Wider Curriculum Signposting

With regard to the enhancement of spiritual understanding, two definitions within the Oxford English dictionary state *'of the human spirit or soul, not physical or worldly'* and *'of the Church or religion'*. This qualification does not contribute to an understanding of spiritual issues.

The word 'Moral' can be defined as *'of or concerned with the goodness and badness of human character or with the principles of what is right and wrong in conduct'*. In the delivery of the qualification a tutor must undertake to instil in a student the difference between good and bad practice, most significantly in those practices relating directly to their employment. So in the context of the latter definition, an understanding of moral issues may be gained from this award.

A definition of 'Ethical' is given as *'morally correct, honourable'*, and can be attributed to a tailor, as nearly every activity that they will undertake as part of their working life will require their compliance with given procedures and processes. To integrate into a working environment, an individual will always be required to conform to accepted principles of conduct, professionally as well as personally, and the lessons learnt during this programme of study should stand them in good stead.

A definition of 'Social' is *'of the mutual relations of people or classes living in an organised community'*. There may be minimal understanding of social issues gained from working together as a team during delivery of the qualification.

'Cultural' can be defined as 'the customs and civilisation of a particular people or group'. Cultural awareness does not prevail in this qualification, nor do European developments.

Health and Safety issues run throughout the entire award and its importance should be emphasised at every opportunity. The importance of correct use of equipment, manual handling, safety of self and others, PPE, etc should become second nature to every student.

Discussions on the make-up of materials, resource availability and the impact on the environment of materials used may be used to contribute to an understanding of environmental awareness.

## **Appendix 4 Glossary and Acronyms**

### **ABC**

ABC Awards

### **Accreditation**

The process through which the regulatory authorities confirm that a qualification and the associated specification conform to the regulatory criteria.

### **Accreditation of Prior Learning (APL)**

The process of recognising a learner's previous achievements or learning.

### **Assessment**

The process of making judgements about the extent to which a learner's work meets the assessment criteria (requirements that must be met in order to achieve success, or a given grade) for a qualification or unit, or part of a unit.

### **Assessment Criteria**

In a unit, these explain how the assessment may be carried out, depth of coverage expected, what *should* be included and what *could* be included.

### **Awarding Body**

An organisation or consortium that awards qualifications.

### **Basic Skills**

Basic Skills refers to the ability to read, write and speak English/Welsh and use mathematics and ICT at a level necessary to function and progress at work and in society in general.

### **Centre**

An organisation or consortium accountable to an awarding body for the assessment arrangements leading to a qualification or units.

### **Centre Recognition**

A process through which a centre wishing to offer ABC's qualifications is confirmed as being able to maintain the required quality and consistency of assessment and comply with other expectations of the awarding body.

### **Credit Value**

The number of credits a learning may achieve through successful completion of a unit. This is calculated according to the number of notional learning hours assigned to the unit i.e. 10 NLH = 1 credit. Therefore credit value denotes the size of the unit.

### **External Assessment**

A form of independent assessment where assessment tasks are set, and learners' work assessed, by the awarding body.

### **External Moderator**

An individual appointed by the awarding body to ensure accurate and consistent standards of assessment, across centres and over time.

### **Guided Learning Hours**

The LSC definition of 'guided learning hours' is "all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not

include time spent by staff in the day-to-day marking of assignments or homework where the learner is not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners”.

### **Independent Assessment**

Assessment of learners’ work that is carried out by assessors who do not have a vested interest in the outcome, e.g. have not taught the learner.

### **Internal Assessment**

Assessment where assessment tasks are set, and learners’ work is assessed, wholly within the learner’s centre, subject where appropriate to internal and external moderation.

### **Internal Moderator**

An individual appointed by the centre to secure accurate and consistent standards of assessment, both between assessors operating within a centre and between centres offering the same award.

### **Key Skills**

General skills that apply across occupational and academic fields and assist in improving learning and performance.

### **Learning and Skills Council (LSC)**

The body responsible for funding and planning education and training for over 16-year-olds in England.

### **Learning Outcomes**

The part of the ABC Awards qualification that the learner needs to do.

### **Level**

The level at which a qualification is positioned in the National Qualifications Framework.

### **Moderation**

The process of checking that assessment standards have been applied correctly and consistently between assessors, between centres and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.

### **National Occupational Standards (NOS)**

Statements which describe the outcomes of competent work in an occupational field.

### **National Qualifications Framework (NQF)**

The framework used by the regulatory authorities to position qualifications in England, Wales and Northern Ireland.

### **National Vocational Qualification (NVQ)**

NVQs are work-related, competence based qualifications that reflect the skills and knowledge needed to do a job effectively throughout the country. They represent the national standards recognised by employers.

### **Notional Learning Hours**

The amount of time a typical learner might be expected to take to complete all the learning relevant to achievement of the learning outcomes and assessment criteria.

**Qualification Approval**

A process through which a centre wishing to offer a particular qualification is confirmed as being able to maintain the required quality and consistency of assessment and has the correct resources, facilities and equipment specific to the qualification.

**Qualifications and Credit Framework (QCF)**

A unit based qualifications framework underpinned by a system of credit accumulation and transfer. Learners will accumulate credits from the units they complete and be able to transfer them across institutions, awarding body and qualification schemes.

**Regulatory Authority**

Government-designed statutory organisation required to establish national standards for qualifications in England and secure consistent compliance with them (the regulatory authorities in Wales and Northern Ireland are CDELLS and CCEA respectively).

**Sector Skills Council (SSC)**

A body recognised by the regulatory authorities as responsible for formulating and reviewing standards of occupational competence for an employment sector.

**Statement of Authenticity**

This document needs to be completed and submitted with each learner's portfolio. It confirms that the work produced by the learner is their own work.

**Unit**

The smallest part of a qualification that is (generally) capable of certification in its own right.

**Vocationally Related Qualification (VRQ)**

VRQs are linked to NVQs but are different. They are designed to underpin much of the knowledge for the National Occupational Standards (NOS) and assist in the development of practical skills and do not have to be delivered in the workplace.