




<p>Unit Standard 2829 V5</p> <p>Manipulate children's standard pattern blocks to produce garment patterns</p> <p>Level 4, 9 Credits, Open Entry</p>	<p>Trainee: _____</p> <p>Assessor: _____</p>
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Unit Requirements	<p>To be credited with this unit standard you must be able to ;</p> <ul style="list-style-type: none"> ➤ explain commonly used pattern and garment technolog; ➤ and manipulate a basic block to given style specifications; ➤ for children's outerwear, trousers, and skirts.
Special note:	<p>Children's clothing is for ages two to 11 years</p> <p>This unit standard is for dressmakers, pattern makers, and fashion designers involved in the construction of patterns for children's garments.</p> <p>Performance of the elements must comply with the Health and Safety in Employment Act 1992.</p> <p><i>Workplace procedures</i> refer to the verbal or documented procedures for performing work activities and include health and safety, operational, environmental, and quality management requirements. They may refer to manuals, manufacturer's specifications, codes of practice, or policy statements.</p> <p><i>Product, style or garment specification</i> are all terms for the same document. The terminology varies between workplaces but they all refer to the documentation that accompanies each manufacturing order. This documentation sets out the material to be used for the garment, the size range for manufacturing, the product assembly sequence, product finishing procedures and the component specifications.</p>
Notes to Trainee	<p>This assessment document is not a training programme. The training programme for the skills and knowledge required for this unit will be provided by your employer as part of your on-job training, or by programs from training providers. This document is a guide for you, your trainer, and your assessor for the assessment once you have learned and practised the skills involved.</p> <p>The time you will need to spend on training and practice to reach the standard which demonstrates that you are competent in this area will of course depend on other tasks that you may also have which are not part of this unit standard.</p> <div style="display: flex; align-items: center;">  <div style="display: flex; gap: 20px;"> (Trainee can answer verbally or in writing.) (Trainee to write or assessor to record) </div> </div>

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Assessment

Assessment for many of the tasks will be to workroom standards and workplace procedures. You will need to discuss what these standards are with your trainer and/or assessor during your training period so that you are aware of what is required. Where these standards and work instructions are written down, you should collect copies so that you have something to refer to. Your assessor will also refer to these when you are being assessed.

In some cases for workplace skills, your Assessor may use someone with specialised knowledge of the process or machine to confirm your skills. This person is called a **Verifier**.

Some assessments require evidence that you demonstrate competence on an ongoing basis. Your assessor may also use a Verifier to confirm that this is the case.

You do not need to be assessed for all of the Unit Standard at one time. Assessment can take place as you develop the knowledge and skills. Your assessor will keep a record of progress, and once you have been assessed as competent for all the tasks, you will have completed this unit standard.

If any parts of the standard are not met, further evidence of your competence in that task/s will be sought. This is indicated on the **Assessment Evidence Guide** by the abbreviation **FER (Further Evidence Required)**.

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Assessor must discuss with Trainee prior to assessment	
Before the assessment	<p>If there are any parts of the assessment that you are not clear about, you must ask the assessor before you start the Assessment. You need to agree to the amount and type of evidence to be collected.</p> <p>You must tell the assessor if you have any special needs e.g. hearing or seeing difficulties before doing the assessment tasks. The assessor/verifier will take these special needs into consideration during the assessment.</p>
During the Assessment	<p>The assessment process will consist of questions to assess your knowledge, and observation of you carrying out specific tasks. You would normally answer questions verbally and your assessor will note answers. In some cases you may be able to demonstrate knowledge as a written project. In this case simple diagrams could be used. You should discuss the best way with your assessor.</p> <p>The workplace is often a noisy environment. Your assessor will try and find a quiet place to ask questions so that you are able answer easily. However, in some cases you may feel better able to answer questions at a machine or worksite. You should discuss this with your assessor before the assessment.</p>
After the Assessment	<p>The assessor will tell you if you are 'competent' or 'not yet competent'. Not yet competent means that you have not done the tasks, or part of the tasks to the standard that is needed, and you will have to give the assessor more information. If you need to give the assessor more information then you will be clearly told of what it is that you need to do.</p> <p>You have a right to appeal your assessor's decision if you are not happy with the assessor's decision. Your assessor will explain the appeal process.</p> <p>At the end of the assessment you will be asked to sign the assessment to show that you were happy with how the assessment went. Do not sign this section if you do not agree that the assessment was fair.</p> <p>You and your assessor must each sign and keep a copy of the Candidate Check List and the Assessment Record. These are at the back of this Assessment Document.</p> <p>Results of the assessment will be kept by your assessor, passed to your Employer, and sent to the Apparel and Textile ITO who will register competency on the New Zealand Qualifications Framework</p>
Special Needs Identified (enter any special needs here)	
	<p>Assessment Process above has been discussed and Trainee understands the process.</p> <p>Trainee _____ (sign)</p> <p>Assessor _____ (sign)</p>

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Element 1. Explain commonly used pattern and garment terminology

p c 1.1 Sections of garment patterns are identified and explained in terms of their relationships and purposes

Note to Trainee:

If you answer the question verbally it may be easier if you have pattern sections available to aid your explanation. The question could also be answered in writing as a project with samples used.

Pattern Section	Relationships	Purpose	Competent(C)/ Further Evidence Required (FER) & Sign/Date
forepart			
back			
top sleeve			
undersleeve			
facing			
top collar			
under collar			
waist band			

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Element 1.1	Sections of garment patterns are identified and explained in terms of their relationships and purposes (cont.)		
Pattern Section	Relationships	Purpose	C /FER & Sign/Date
topside			
underside			
bibs			
yokes			
p c 1.2	The explanation describes the use of grain lines in respect of garment construction		
p c 1.3	The explanation describes the purpose of balance and/or pitch notches		
p c 1.4	The explanation establishes the purpose of drafting lines		
	scye line		
	waist line		
	hip line		
	centre front line		

Element 2. Manipulate a basic block to given style specifications for children's outerwear**Note to Trainee and Assessor:**

You need to demonstrate that you can manipulate a block for a dress, a jacket and a shirt or blouse.


Some of your performance will be assessed against Workplace Procedures and Style Specifications. You should be clear what these are and have, or have ready access to copies. You should ask your Trainer or Assessor if these Procedures and Specifications are not available.

Dress		Observed	C /FER & Sign/Date
			
p c 2.1	Sleeves are manipulated to meet style specifications (any two from range)		
	raglan		
	set in		
	magyar		

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
Element 2. Manipulate a basic block to given style specifications for children's outerwear (cont.)

Dress		Observed 	C /FER & Sign/Date
p c 2.2	Collars are manipulated to meet style specifications (any two from range)		
	storm		
	standard		
	Roll		
	frills		
	Peter Pan		
p c 2.3	Lapels and facings are manipulated to meet style specifications (any two from range)		
	single breasted		
	double breasted		
	roll lapel		
	shawl		
p c 2.4	Pockets are manipulated to meet style specifications (any two from range)		
	patch		
	pocket flaps		
	out breast		
	welt		
p c 2.5	Vents are manipulated to meet style specifications (any two from range)		
	side		
	centre back		
	sleeve		
p c 2.6	Pattern blocks are manipulated to incorporate features (any two from range)		
	bibs		
	yokes		
	peplums		
	flounces		
	pleating		
	panel		

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Element 2. Manipulate a basic block to given style specifications for children's outerwear (cont.)



Dress		Observed 	C /FER & Sign/Date
pc 2.7	Documentation is completed in accordance with workplace procedures		
Jacket		Observed 	C /FER & Sign/Date
p c 2.1	Sleeves are manipulated to meet style specifications (any two from range)		
	raglan		
	set in		
	magyar		
p c 2.2	Collars are manipulated to meet style specifications (any two from range)		
	storm		
	standard		
	Roll		
	frills		
	Peter Pan		
p c 2.3	Lapels and facings are manipulated to meet style specifications (any two from range)		
	single breasted		
	double breasted		
	roll lapel		
	shawl		
p c 2.4	Pockets are manipulated to meet style specifications (any two from range)		
	patch		
	pocket flaps		
	out breast		
	welt		
p c 2.5	Vents are manipulated to meet style specifications (any two from range)		
	side		
	centre back		

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	sleeve		
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Element 2. Manipulate a basic block to given style specifications for children's outerwear (cont.)

Jacket			
		Observed 	C /FER & Sign/Date
p c 2.6	Pattern blocks are manipulated to incorporate features (any two from range)		
	bibs		
	yokes		
	peplums		
	flounces		
	pleating		
	panel		
p c 2.7	Documentation is completed in accordance with workplace procedures		
Shirt or Blouse			
		Observed 	C /FER & Sign/Date
p c 2.1	Sleeves are manipulated to meet style specifications (any two from range)		
	raglan		
	set in		
	magyar		
p c 2.2	Collars are manipulated to meet style specifications (any two from range)		
	storm		
	standard		
	Roll		
	frills		
	Peter Pan		
p c 2.3	Lapels and facings are manipulated to meet style specifications (any two from range)		
	single breasted		
	double breasted		
	roll lapel		
	shawl		

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Element 2. Manipulate a basic block to given style specifications for children's outerwear (cont.)

Shirt or Blouse		Observed 	C /FER & Sign/Date
p c 2.4	Pockets are manipulated to meet style specifications (any two from range)		
	patch		
	pocket flaps		
	out breast		
	welt		
p c 2.5	Vents are manipulated to meet style specifications (any two from range)		
	side		
	centre back		
	sleeve		
p c 2.6	Pattern blocks are manipulated to incorporate features (any two from range)		
	bibs		
	yokes		
	peplums		
	flounces		
	pleating		
	panel		
p c 2.7	Documentation is completed in accordance with workplace procedures		
Assessor Notes:			

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Element 3. Manipulate a basic block to given style specifications for children's trousers and skirts

Note to Trainee and Assessor:



You need to demonstrate that you can manipulate a block for trousers, skirts, dungarees.

Some of your performance will be assessed against Workplace Procedures and Style Specifications. You should be clear what these are and have, or have ready access to copies. You should ask your Trainer or Assessor if these Procedures and Specifications are not available.

Trousers		Observed 	C /FER & Sign/Date
p c 3.1	Garment components are manipulated to style specifications (any two from range)		
	waistbands		
	cuffs		
	legs		
	fly-pieces		
	fastback		
p c 3.2	Pattern blocks are manipulated to incorporate features (any two from range)		
	pleats		
	cuffs		
	pockets		
	welts		
	jets		
	flaps		
	waistband		
p c 3.3	Documentation is completed in accordance with workplace procedures (any two from range)		


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Skirts		Observed 	C /FER & Sign/Date
p c 3.1	Garment components are manipulated to style specifications (any two from range)		
	waistband		
	pockets		
	panels		
p c 3.2	Pattern blocks are manipulated to incorporate features (any two from range)		
	pleats		
	pockets		
	welts		
Skirts		Observed 	C /FER & Sign/Date
3.2	Pattern blocks are manipulated to incorporate features (cont) (any two from range)		
	flaps		
	vents		
	basque		
	waistband		
3.3	Documentation is completed in accordance with workplace procedures (any two from range)		

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Dungarees			
		Observed 	C /FER & Sign/Date
3.1	Garment components are manipulated to style specifications (any two from range)		
3.2	Pattern blocks are manipulated to incorporate features (any two from range)		
3.3	Documentation is completed in accordance with workplace procedures		
Assessor Notes:			

Assessment Decisions: Competent / Not competent (circle one)

Assessor : _____ Date: _____

Action Plan for Further Evidence (if required)

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CANDIDATE'S CHECKLIST (candidate to retain).

PRE-ASSESSMENT. (When I meet the assessor:)

		Tick
1	I agree to the unit standards/elements to be used for the assessment.	
2	The purpose and process of the assessment is explained to me.	
3	I agree to the amount and type of evidence to be collected.	
4	I agree to the date, time and location for the assessment.	
5	What happens to the assessment result and the appeals system is explained to me	
6	The assessor agrees to keep my Supervisor/Line Manager informed.	
7	The following resources will be available for the assessment::	

Candidate Signature: _____

Assessor Signature: _____

AFTER ASSESSMENT

1	The assessment was carried out as programmed above.	
2	I was informed of the assessment result.	
3	I was given sufficient feedback after the assessment.	
4	I signed the assessment record.	
5	If assessed competent the assessor signed the assessment record for forwarding to the ITO with my fee/s.	
*	If assessed not yet competent the elements to be reassessed were recorded in the Assessor's Register.	

Candidate Signature: _____

Assessor Signature: _____

Assessor to fill in details below when candidates is assessed competent:

Candidate's name:

Competent in unit standard number: 2829 V5

Assessors signature : _____ **Date:** _____

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ASSESSMENT RECORD SHEET

Trainee Details (Trainee to complete)

Name _____ Date of birth: _____

Home address: _____

Employer: _____

Signed: _____ Date: _____

Assessor Details (Assessor to fill out)

As an ATITO workplace assessor I verify that I have assessed the person above as competent in the unit standard(s) listed below.

Signed: _____ Date: ____/____/____

WA Number:

Full Name: _____

It is recommended that Workplace Assessors contact the ATITO before embarking on assessment to ensure that they have the latest information.

Unit Id	Unit Standard Title	Level	Credit	Signed (Assessor)
2829 V5	Manipulate children's standard pattern blocks to produce garment patterns	4	9	
TOTAL CREDITS				

Payment for credit fees enclosed (\$1.55 per credit):

- YES NO – ATITO will invoice employer - please attach company order number if necessary.

Assessor: Ensure this form is completed in full. Make 2 extra copies. Give one to the trainee, keep one for your files, and send the original to: **Apparel & Textile ITO, PO Box 13-210, Christchurch**