




Unit Standard 2830 V5

**Grade patterns for children's clothing**

Level 4, 6 Credits, Open Entry

**Trainee:**

**Assessor:**

<p><b>Unit Requirements</b></p>	<p>To be credited with this unit standard you must be able to;</p> <ul style="list-style-type: none"> <li>➤ demonstrate knowledge of children’s growth characteristics;</li> <li>➤ establish grading rules for children’s clothing;</li> <li>➤ and apply grading rules to styles</li> <li>➤ and/or patterns for children’s clothing.</li> </ul>
<p><b>Special note:</b></p>	<p>Children's clothing is for ages two to 11 years</p> <p>This unit standard is for tailors, fashion designers, pattern makers, and clothing manufacturers.</p> <p>Performance of the elements must conform to 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>Competence to be demonstrated for two different items of children’s clothing.</p>
<p><b>Notes to Trainee</b></p>	<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; margin-top: 10px;">  <div style="display: flex; justify-content: space-between; width: 100%;"> <span>(Trainee can answer verbally or in writing.)</span> <span>(Trainee to write or assessor to record)</span> </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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<b>Assessor must discuss with Trainee prior to assessment</b>	
<b>Before the assessment</b>	<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>
<b>During the Assessment</b>	<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>
<b>After the Assessment</b>	<p>The assessor will tell you if you are '<b>competent</b>' or '<b>not yet competent</b>'. <b>Not yet competent means</b> 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 <b>appeal</b> 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 <b>keep a copy</b> 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>
<b>Special Needs Identified (enter any special needs here)</b>	
	<p><b>Assessment Process above has been discussed and Trainee understands the process.</b></p> <p>Trainee _____ (sign)</p> <p>Assessor _____ (sign)</p>

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### Element 1. Demonstrate knowledge of children's growth characteristics

**p c 1.1** The explanation describes the impact of growth and development characteristics of children on children's clothing

**Note to Trainee:**

The explanation and be verbal but could also be answered in writing as a project.

Characteristic	Impact	Competent(C)/ Further Evidence Required (FER) & Sign/Date
proportions		
growth rates		
style impact		

		Observed 	C /FER & Sign/Date
<b>p c 1.2</b>	<b>Children's size charts are used to determine pattern sizes</b>		

**Assessor Notes:**

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### Element 2. Establish grading rules for children's clothing

**Note to Trainee and Assessor:**



You need to demonstrate competence with two different types of children's clothing

Some of your performance will be assessed against Workplace Procedures. 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 are not available.

Clothing Type 1:		Observed	C /FER & Sign/Date
			
p c 2.1	Grading increments are selected in accordance with workplace procedures		
p c 2.2	Component pieces which may not need to be graded or are step (unevenly) graded are identified in accordance with workplace procedures		
	flaps		
	sleeve cuffs		

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Element 2. Establish grading rules for children's clothing (cont.)			
p c 2.2	Component pieces which may not need to be graded or are step (unevenly) graded are identified in accordance with workplace procedures		
		<b>Observed</b> 	<b>C /FER &amp; Sign/Date</b>
	welts		
	vents		
p c 2.3	Grades are calculated for outer components in accordance with workplace procedures		
p c 2.4	Grades are calculated for interlining components in accordance with workplace procedures		
p c 2.5	Grades are calculated for lining components in accordance with workplace procedures		
<b>Clothing Type 2:</b>			
		<b>Observed</b> 	<b>C /FER &amp; Sign/Date</b>
p c 2.1	Grading increments are selected in accordance with workplace procedures		
p c 2.2	Component pieces which may not need to be graded or are step (unevenly) graded are identified in accordance with workplace procedures		
	flaps		
	sleeve cuffs		
	welts		
	vents		
p c 2.3	Grades are calculated for outer components in accordance with workplace procedures		
p c 2.4	Grades are calculated for interlining components in accordance with workplace procedures		
p c 2.5	Grades are calculated for lining components in accordance with workplace procedures		
<b>Assessor Notes:</b>			

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### Element 3. Apply grading rules to styles and/or patterns for children's clothing

**Note to Trainee and Assessor:**

You need to demonstrate competence over the company size range

Some of your performance will be assessed against Workplace Procedures. 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 are not available.

		Observed 	C /FER & Sign/Date
p c 3.1	Grades are applied to outer components in accordance with workplace procedures		
p c 3.2	Grades are applied for interlining components in accordance with workplace procedures		
p c 3.3	Grades are applied for lining components in accordance with workplace procedures		
p c 3.4	Documentation is completed in accordance with workplace procedures		

**Assessor Notes:**

Trainee has demonstrated competence over the Company size range. Yes No

**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: 2830 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: \_\_\_\_/\_\_\_\_/\_\_\_\_

Full Name: \_\_\_\_\_

WA Number:

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)
2830 V5	Grade patterns for children's clothing	4	6	

**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**