

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY
NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION
GENERAL INFORMATION

-Module Number- **3240643** **-Session-1993-94**
-Superclass- **JK**
-Title- **GARMENT PATTERN CONSTRUCTION: DRESSES**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Producing a basic dress block and a variety of full scale dress patterns as well as manipulating a basic dress block to a given style.

OUTCOMES

1. produce a basic dress block to given specifications;
2. produce a variety of full scale and miniature dress patterns to given specifications;
3. manipulate a basic dress block to a production pattern for a given style;
4. produce miniature laymarkers for a given dress style.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: 3240183 Introduction to Garment Pattern Construction.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 3240643**UNIT TITLE:** GARMENT PATTERN CONSTRUCTION: DRESSES

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. PRODUCE A BASIC DRESS BLOCK TO GIVEN SPECIFICATIONS

PERFORMANCE CRITERIA

- (a) The use of appropriate tools and equipment to produce the block is correct.
- (b) The use of appropriate techniques is correct with respect to given specifications.
- (c) The production of the basic dress block from given measurements conforms to individual methods and techniques.

RANGE STATEMENT

Basic block to incorporate: grain line; balance lines/marks; dart positions; drill holes; notches; style; pattern piece; size.

EVIDENCE REQUIREMENTS

Practical evidence of the ability to use appropriate tools, equipment, and techniques to produce the basic dress block using the above range.

OUTCOME

2. PRODUCE A VARIETY OF FULL SCALE AND MINIATURE DRESS PATTERNS TO GIVEN SPECIFICATIONS

PERFORMANCE CRITERIA

- (a) The use of appropriate tools and equipment to produce the pattern is correct.
- (b) The use of appropriate techniques is correct with respect to given specifications.
- (c) The production of the miniature patterns conforms to given specifications.

- (d) The production of the full scale patterns conforms to given specifications.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Practical evidence of the ability to use appropriate tools, equipment and techniques. Practical evidence of the ability to produce miniature and full scale patterns. Performance Criteria (c) and (d) should be carried out at least 4 times producing a different pattern on each occasion.

OUTCOME

3. MANIPULATE A BASIC DRESS BLOCK TO A PRODUCTION PATTERN FOR A GIVEN STYLE

PERFORMANCE CRITERIA

- (a) The use of appropriate tools and equipment to produce the pattern is correct.
- (b) The use of appropriate techniques is correct with respect to given specifications.
- (c) The manipulation of the dress block to a production pattern for a given style is correct with respect to given specifications.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Practical evidence of the ability to use the appropriate tools, equipment and techniques as well as manipulating a basic dress block to produce a pattern.

OUTCOME

4. PRODUCE MINIATURE LAYMARKERS FOR A GIVEN DRESS STYLE

PERFORMANCE CRITERIA

- (a) The recording of cloth widths is correct.
- (b) The positioning of the pattern pieces on the cloth is accurate.
- (c) The recording of the most economic lay plan is correct.

RANGE STATEMENT

Cloth widths: single width; double width; one way.

EVIDENCE REQUIREMENTS

Practical and written evidence of the ability to record cloth widths and the most economic lay plan.

Practical evidence of the ability to position the pattern pieces on the cloth.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES****UNIT NUMBER** 3240643**UNIT TITLE** GARMENT PATTERN CONSTRUCTION: DRESSES

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module would be appropriate for a candidate who is commencing employment in the clothing industry and who requires more specific skills related to dress blocks.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will enable you to gain the skills required to produce dress patterns, produce and manipulate a basic dress block and produce laymarkers for a dress style.

CONTENT/CONTEXT This section is for guidance only and content/context should be chosen in accordance with current fashion trends.

Relating to Outcomes 1-4:

Dress styles for dress block: fitted; panelled; shift; off the shoulder; double breasted; 'A' line, button through; maternity; strapless.

Sleeves: long; short; yokes; gathers; pleats.

Front/sleeve openings; cuffs; collars; lapels; facings.

Necklines: halterneck; sweetheart; v-neck; square.

APPROACHES TO GENERATING EVIDENCE A candidate-centred, resource-based learning approach is recommended. The outcomes in this module need not be taught separately and it is likely that an integrated approach will be used. The outcomes need not be tackled in the order shown.

Candidates should have access to up-to-date manufacturers' catalogues and technical publications.

Each candidate should have several opportunities to develop practical skills, and should be assessed at appropriate parts throughout the module. Where a candidate is unsuccessful in achieving an outcome, provision should be made for remediation and reassessment.

ASSESSMENT PROCEDURES Centres may use the Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Examples of Instruments of Assessment which could be used are as follows:

OUTCOMES 1 - 3 It is recommended that practical exercises are used to assess these outcomes. As well as producing the requirements of the outcomes, practical observation checklists should be used to evidence the candidate's completion of the outcomes and performance criteria.

OUTCOME 4 It is recommended that an assignment is used here whereby the candidate produces evidence of recording cloth widths and the most economic lay plan.

An observation checklist should be used to evidence the candidate's ability to position the pattern pieces on the cloth.

PROGRESSION The candidate could progress onto Higher National Units.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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