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# REGIONAL OCCUPATIONAL STANDARDS

## FASHION DESIGNING LEVEL 2

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## **Competency Standards for Caribbean Vocational Qualifications (CVQ)**

**CCATA20105**

**Level 2 in Fashion Designing**

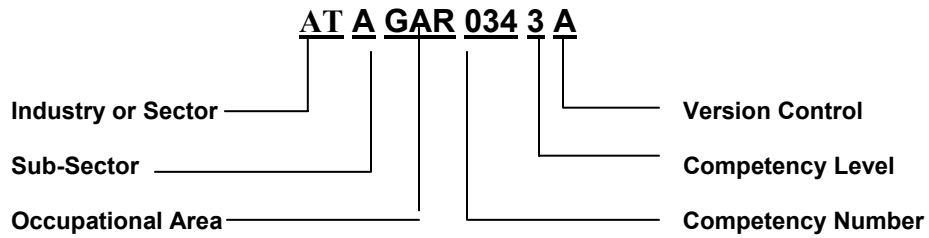
<b>Unit Number</b>	<b>Unit Title</b>	<b>Mandatory/Elective</b>	<b>Hours</b>
THHCOR0011A	Work with colleagues and customers	Mandatory	20
THHCOR0021B	Follow health, safety and security procedures	Mandatory	20
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
BSBSBM0021A	Craft personal entrepreneurial strategy	Mandatory	50
ATAGAR0241A	Finish work	Mandatory	30
ATAGAR0032A	Apply quality standards to work	Mandatory	15
ATAGAR0452A	Organise and plan own work to achieve planned outcomes	Mandatory	10
ATAGAR0742A	Set up and operate industrial sewing machines	Mandatory	90
ATAFAD0032A	Develop fashion design details	Mandatory	45
ATAFAD0082A	Research fashion design ideas	Mandatory	25
ATAFAD0062A	Produce design prototype	Mandatory	80
ATAGAR0421A	Merchandise products	Elective	5
ATAGAR0461A	Package goods	Elective	5
ATAGAR0561A	Place tickets and labels with cut work	Elective	4
ATAGAR0541A	Perform simple cut work	Elective	50
ATAGAR0601A	Press work	Elective	15
ATAGAR0041A	Assemble Garment	Elective	200
ATAGAR0322A	Lay up work	Elective	30
ATAGAR0172A	Cut work	Elective	40
ATAGAR0762A	Produce embroidered products	Elective	150
ATAGAR0752A	Produce printed products	Elective	150
ATAFAD0043A	Create design prototypes	Elective	150
ATAFAD0053A	Evaluate Design prototypes	Elective	25
ATAFAD0073A	Select and source supplies	Elective	10
ATAGAR0413A	Measure, lay-up and cut custom made garments	Elective	100

To obtain this qualification, all Mandatory competencies plus a minimum of two level one electives, one Elective from level two and two electives from level three must be achieved.

Nominal Training Hours (Institutional Delivery) include total hours of Mandatory competencies and electives selected.

## Legend to Unit Code

Example: ATAGAR0343A



**KEY:** COR - Mandatory; BSB – Business Services (Business); GAR – Garment  
SBM – Small Business Management; ATA – Apparel & Textiles (Apparel);  
ITI – Information Technology (Information Technology); THH – Tourism &  
Hospitality (Hospitality)

## THHCOR0011A: Work with colleagues and customers

Competency Descriptor:

This unit deals with the interpersonal, communication and customer service skills required by all people working in the tourism and hospitality industries.

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Communicate in the workplace	1.1	Communications with customers and colleagues are conducted in an open, professional and friendly manner.	
	1.2	Appropriate language and tone is used.	
	1.3	Effect of personal body language is considered.	
	1.4	Sensitivity to cultural and social differences is shown.	
	1.5	Active listening and questioning are used to ensure effective two-way communication.	
	1.6	Potential and existing conflicts are identified and solutions sought with assistance from colleagues where required.	
2. Provide assistance to internal and external customers	2.1	Trust, support and respect is shown to team members in day to day work activities.	
	2.2	Cultural differences within the team are accommodated.	
	2.3	Work team goals are jointly identified.	
	2.4	Individual tasks are identified, prioritised and completed within designated time frames.	
	2.5	Assistance is sought from other team members when required.	
	2.6	Assistance is offered to colleagues to ensure designated work goals are met.	
	2.7	Feedback and information from other team members is acknowledged.	
	2.8	Changes to individual responsibilities are re-negotiated to meet reviewed work goals	

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Depending upon the organisation and the specific situation customers may include but are not limited to:

- members of other tourism and hospitality industry sectors
- internal individuals or groups
- local residents
- visitors
- media
- workmates/colleagues

Customers with specific needs may include:

- those with disability
- special cultural needs
- unaccompanied children
- parents with young children
- single women

## EVIDENCE GUIDE

Competency is to be demonstrated by effectively applying interpersonal, communication and customer service skills in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

- evidence should include a demonstrated ability to communicate effectively with customers and colleagues (including these with special needs) within the range of situations required for the relevant job role
- evidence of competency should relate to different communication and customer service contexts and may need to be collected over a period of time
- the focus of this unit will vary depending upon the cultural context of the workplace. Assessment should take account of the variances and special requirements that apply in particular situations

### (2) Pre-requisite Relationship of Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units.

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- needs and expectations of different customers as appropriate to industry sector

#### Skills

The ability to apply:

- listening skill
- questioning techniques
- non verbal communication skills
- understanding of teamwork principles

**(4) Resource Implications**

The following resources should be made available:

- fully equipped hospitality and tourism environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team. Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level -	
Solve problems	Level -	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## THHCOR0021B: Follow health, safety and security procedures

### Competency Descriptor:

This unit deals with the skills and knowledge required to follow health, safety and security procedures. This unit applies to all individuals working in the tourism and hospitality industries. It also covers basic first aid

Competency Field: Hospitality

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Follow workplace procedures on health, safety and security	1.1	Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant regulations and insurance requirements.
		1.2	Breaches of health, safety and security procedures are identified and promptly reported.
		1.3	Any suspicious behaviour, packages or occurrences are promptly reported to the designated person.
2.	Deal with emergency situations	2.1	Emergency and potential emergency situations are promptly recognised and required action is determined and taken with scope of individual responsibility.
		2.2	Emergency procedures are correctly followed in accordance with enterprise procedures.
		2.3	Basic first aid is performed following recommended procedures.
		2.4	Assistance is promptly sought from colleagues and/or other authorities where appropriate.
		2.5	Details of emergency situations are accurately reported in accordance with enterprise policy.
3.	Maintain safe personal presentation standards	3.1	Personal presentation takes account of the workplace environment and health and safety issues.
4.	Provide feedback on health, safety and security	4.1	Issues requiring attention are promptly identified.
		4.2	Issues are raised with the designated person in accordance with enterprise and legislative requirements.

## RANGE STATEMENTS

This unit applies to all tourism and hospitality sectors.

Health, safety and security procedures may include but are not limited to procedures for:

- emergency, fire and accident
- hazard identification and control
- use of personal protective clothing and equipment
- safe sitting, lifting and handling
- security of documents, cash, equipment, people
- key control systems

Basic first aid is applied to:

- cuts
- simple burns (water, steam, fire)
- bruises
- choking
- sprains

Workplace environment and health and safety issues include but are not limited to:

- appropriate personal grooming and hygiene
- appropriate clothing and footwear

Emergency situations may include but are not limited to:

- bomb threats
- deranged customers
- accidents
- robbery
- fire
- armed hold up
- floods
- earthquakes

First aid applications include:

- bandages
- cold pack
- Heimlich maneuver
- removing/lifting injured persons

## EVIDENCE GUIDE

Competency is to be demonstrated by applying health, safety and security procedures in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

Evidence should include a demonstrated understanding of the importance of working in accordance with health, safety and security procedures, and of the potential implications of disregarding those procedures

### (2) Pre-requisite Relationship of Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with other operational and service units.

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- industry/sector insurance and liability requirements in relation to individual
- staff responsibilities
- relevant occupational health and safety regulations in relation to obligations of employers and employees
- common health, safety and activity procedures in tourism and hospitality workplaces
- major causes of workplace accidents relevant to the work environment
- Basic first aid applied to cuts, simple burns (fire, water, steam); bruises, choking, sprains

Skills

The ability to:

- follow health, safety and security procedures in tourism and hospitality workplaces
- identify major causes of workplace accidents relevant to the work environment
- identify and appropriately deal with security risks in the work environment

**(4) Resource Implications**

The following resources should be made available:

- hospitality environment (simulated or actual enterprise)

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently.

Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off-the-job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ITICOR0011A: Carry out data entry and retrieval procedures**

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer, to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field:

Information Technology and Communications - Operations

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Initiate computer system	1.1 Equipment and work environment are correctly checked for readiness to perform scheduled tasks. 1.2 The hardware components of the computer and their functions are correctly identified. 1.3 Equipment is powered up correctly. 1.4 Access codes are correctly applied. 1.5 Appropriate software is selected or loaded from the menu.
2. Enter data	2.1 Types of data for entry correctly identified and collected. 2.2 Input devices selected and used are appropriate for the intended operations. 2.3 Manipulative procedures of Input device conform to established practices. 2.4 Keyboard/mouse is operated within the designated speed and accuracy requirements. 2.5 Computer files are correctly located or new files are created, named and saved. 2.6 Data is accurately entered in the appropriate files using specified procedure and format. 2.7 Data entered is validated in accordance with specified procedures.

- 2.8 Anomalous results are corrected or reported in accordance with specified procedures.
- 2.9 Back-up made in accordance with operating procedures.
- 3. Retrieve data
  - 3.1 The identity and source of information are established.
  - 3.2 Authority to access data is obtained where required.
  - 3.3 Files and data are correctly located and accessed.
  - 3.4 Integrity and confidentiality of data are maintained.
  - 3.5 The relevant reports or information is retrieved, using approved procedure.
  - 3.6 Formats to retrieved report or information conform to requirements.
  - 3.7 Copy of the data is printed where required.
- 4. Amend data
  - 4.1 Source of data/information for amendment is established.
  - 4.2 Data to be amended is correctly located within the file.
  - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
  - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
  - 5.1 Requirements for document are verified where necessary.
  - 5.2 The given format and layout are appropriately applied.
  - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
  - 5.4 Data manipulating facilities are used correctly.
  - 5.5 Format reflects accuracy and completeness.

- |    |  |     |   |
|----|--|-----|---|
| 6. | Monitor the operation of equipment               | 6.1 | The system is monitored to ensure correct operation of tasks.   |
|    |  | 6.2 | Routine system messages are promptly and correctly dealt with.  |
|    |  | 6.3 | Non-routine messages are promptly referred in accordance with operating requirements.   |
|    |  | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.                         |
|    |  | 6.5 | Output devices and materials are monitored for quality.   |
| 7. | Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures.  |
|    |  | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
|    |  | 7.3 | E-Mail is sent and retrieved competently.   |
| 8. | Close down computer system                       | 8.1 | The correct shut down sequence is followed.   |
|    |  | 8.2 | Problem with shutting down computer is reported promptly.   |
|    |  | 8.3 | All safety and protective procedures are observed.  |
|    |  | 8.4 | The system integrity and security are preserved.  |
| 9. | Maintain computer equipment                      | 9.1 | Cleaning materials and/or solutions used meet specified recommendation.   |
|    |  | 9.2 | The equipment is cleaned as directed.   |
|    |  | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel.  |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

### Equipment:

- install supplied computer
- install supplied peripherals

### Work environment:

- equipment
- furniture
- cabling
- power supply

### Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

### Data:

- textual
- numerical
- graphical

### Software systems to include for:

- word processing
- spread sheet
- internet access

### File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

### Files save on:

- network
- magnetic media
- personal PC

### Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry
  - management system
- methods of locating files
- organisation's standards applicable to
  - accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of
  - information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

**(4) Resource Implications**

Files saved on network, magnetic media, and personal Computer

Input devices: Keyboard, mouse, other selection devices

**(5) Method of Assessment**

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

**CRITICAL EMPLOYABILITY SKILLS**

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Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBSBM0012A: Craft personal entrepreneurial strategy**

## Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

## Competency Field:

Small Business Operations

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Demonstrate knowledge of the nature of entrepreneurship	1.1 Concepts associated with entrepreneurship are clearly defined. 1.2 Factors, which influence entrepreneurship in and outside of Jamaica, are correctly identified and explained. 1.3 The importance of entrepreneurship to economic development and employment is explained clearly. 1.4 The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format. 1.5 Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1 Relevant research is carried out and required entrepreneurial characteristics identified. 2.2 Entrepreneurial characteristics identified are assessed and ranked. 2.3 An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated. 2.4 Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.
3. Develop self-assessment profile	3.1 Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used. 3.2 The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.

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- 3.3 Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.
4. Craft an entrepreneurial strategy
- 4.1 A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.
- 4.2 Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined.
- 4.3 Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.
- 4.4 Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.
- 4.5 Goals established are specific and concrete, measurable, relate to time, realistic and attainable.
- 4.6 Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.
- 4.7 Potential problems, obstacles and risks in meeting goals are identified.
- 4.8 Specified action steps that are to be performed in order to accomplish goals are identified.
- 4.9 The method by which results will be measured is indicated.
- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

## RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress commitment to a premature path with the desirability of flexibility can lead to disaster
- milestones and reviews

## EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

### (1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan
  - and a business plan
- understanding the difference between entrepreneurial culture and management culture

#### Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

### (4) Resource Implications

The following resources should be made available:

Personal computer with access to the Internet and appropriate software that will enable one to conduct the necessary analysis using the Internet.

**(5) Method of Assessment**

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

**(6) Context of Assessment**

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
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Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0241A: Finish work**

Competency Descriptor:

This unit covers the skills required to finish completed work in the production of garments, furnishings or other associated articles in situations that require decision making within defined procedures.

Competency Field:

Garment Production

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare workstation	1.1	Workbench and seating are set up or prepared in accordance with safety standards and enterprise procedures.
		1.2	Components are laid out in correct proximity and sequence in accordance with enterprise procedures and customer specifications.
2.	Finish work	2.1	Finishing operations are performed in accordance with customer specifications and enterprise procedures.
		2.2	Garment or article is checked against specifications to ensure correct sizing and attention to loose threads, missing buttons and attachments.
		2.3	Boxing, packing, bagging, folding and hanging are performed in accordance with enterprise requirements.
		2.4	Faults are reported and/or returned to appropriate section for repair in accordance with enterprise and quality standards.
		2.5	Production and other records are completed in accordance with enterprise procedures.
3.	Despatch assembled garments	3.1	Completed garments or articles are directed or transferred to the required pressing, storage or despatch area in accordance with enterprise procedures.
4.	Implement workplace health and safety practices	4.1	Workplace health and safety policies and procedures are followed.
		4.2	Action is taken in accordance with workplace policies and procedures to prevent accidents and to eliminate risks to personal safety.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

### General context:

- Work is performed under some supervision, generally within a team environment
- Work is assessed in accordance with manual handling procedures and relevant health and safety precautions

### Occupational health and safety policies and procedures may include:

- personal protective wear and equipment used in accordance with workplace procedures
- safe materials handling practices
- rest breaks
- workstation arranged in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use in accordance with workplace procedures
- workstation is kept clean and free of obstacles at all times in accordance with workplace procedures
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish in accordance with workplace procedures

### Finishing operations may involve:

- clipping
- checking
- spotting
- sorting
- turning
- attaching swing tickets/labels

### Worksite environment may include:

- Work may be conducted in a large scale production or small business situation
- Workplace activities associated with completing a sequence of related finishing operations on garments and/or other related articles

### Components may include:

- tags
- trims
- completed garments
- a degree or complexity of finishing operations dependent on enterprise and/or customer requirements
- data recording, either using keyboard or manual recording applications
- interaction/interface between other workplace departments

### Sources of information/documents may include:

- organisation work orders and/or procedures
- organisational or external personnel
- customer instructions/information
- quality and Australian standards and procedures
- job procedures and work instructions

Workplace context may include:

- Work organisation procedures and practices relating to finishing operations for garments and other associated articles
- Standard work practice including the storage, safe handling and disposal of chemicals
- Reporting actions include verbal and written communication in accordance with organisational policies and procedures
- Communication may be oral, written and can include simple data
- Being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output, where necessary
- Safety, environmental, housekeeping and quality are as specified by machine/equipment manufacturers and the enterprise

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to finish work in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects of Evidence

Assessment must confirm appropriate knowledge and skills to:

- attach correct components to garments and articles
- complete a sequence of related finishing operations
- ensure finished garment meets specifications
- deal with faults appropriately
- maintain accurate records

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant OH&S practices, policies and procedures
- characteristics of typical fabrics and other materials used in garment assembly
- quality standards and garment handling procedures
- safety and environmental aspects of relevant organisation processes
- correct sequencing of components
- required finishing procedures
- industry and product processes and equipment
- workplace procedures
- reporting procedures

Skills

The ability to:

- set up safe work area
- maintain good housekeeping practices
- complete all required finishing operations
- report and/or deal with faults appropriately
- maintain accurate records
- communicate effectively within the workplace
- apply defined or established procedures
- receive and/or document and transfer information
  - maintaining standards
  - completing tasks
  - identifying improvements
  - applying safety precautions relevant to the task
- show evidence of application of relevant workplace procedures including:
  - hazard policies and procedures including codes of practice
  - job procedures and work instructions
  - quality procedures (where existing)
  - security procedures
  - waste, pollution and recycling management processes
- action taken promptly, accidents and incidents reported in accordance enterprise procedures
- recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- work systematically with attention to detail without damage to goods, equipment or personnel

**(4) Resource Implications**

Access to real or appropriately simulated garment finishing situations including work areas, materials, equipment, and information on relevant safety procedures, quality standards, organisation procedures and product requirements.

**(5) Method of Assessment**

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency will be assessed under general guidance, checking at various stages of the process and at completion of the activity against performance criteria and specifications.

**(6) Context of Assessment**

Assessment may occur on the job or in an appropriately simulated environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0032A: Apply quality standards to work**

## Competency Descriptor:

This unit covers the skills and knowledge required to apply quality standards to work operations. It involves assessment of own input and output to the work environment and investigation of deviations from quality standards

## Competency Field:

Apparel and Sewn Products

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assess own work	<p>1.1 Completed work is continuously checked against workplace standards relevant to the operation being undertaken.</p> <p>1.2 An understanding is demonstrated of how the work activities and completed work relate to the next production process or processes and to the final appearance of the products concerned.</p> <p>1.3 Faulty pieces or final products are identified and isolated.</p> <p>1.4 Where required, the faults and any identified causes are recorded and/or reported to the supervisor concerned in accordance with workplace procedures.</p>
2. Assess quality of received component parts	<p>2.1 Received materials, component parts or final products are continuously checked against workplace standards and specifications for such things as size, colour, fabric, alignment and finish.</p> <p>2.2 An understanding is demonstrated of how the received materials or component parts relate to the current operation and how they contribute to the final appearance of the product.</p> <p>2.3 Faulty material or component parts related to the operator's work are identified and isolated.</p> <p>2.4 Where required, the faults and any identified causes are recorded and/or reported to the supervisor concerned in accordance with workplace procedures.</p> <p>2.5 Causes of any identified faults are identified and corrective action taken in accordance with workplace procedures.</p>

- |    |  |     |  |
|----|--|-----|--|
| 3. | Measure parts                              | 3.1 | Materials, component parts or products are measured, as required, using the appropriate measuring instruments in accordance with workplace procedures.   |
| 4. | Record information on production indicator | 4.1 | Record of materials, component parts or products measured, is accurate and in accordance with workplace procedures.  |
|    |  | 4.2 | Basic information on the quality and other indicators of production performance is recorded in accordance with workplace procedures.   |
| 5. | Investigate causes of quality deviations   | 5.1 | Causes of deviations from specified quality standards for materials, component parts or final products are investigated and reported, as required, using the appropriate measuring techniques in accordance with workplace procedures. |
|    |  | 5.2 | Suitable preventative action is recommended based on workplace quality standards and the identified causes of deviations from specified quality standards of materials, component parts or final products.                             |

**RANGE STATEMENT**

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

General context:

<p>Products may include:</p> <ul style="list-style-type: none"> <li>• textiles</li> <li>• clothing</li> <li>• footwear</li> <li>• wool yarn</li> <li>• cotton yarn</li> <li>• hide/skin/leather products</li> <li>• headwear and millinery</li> <li>• laundry</li> <li>• dry cleaned items</li> </ul>	<p>Quality parameters may include:</p> <ul style="list-style-type: none"> <li>• finish</li> <li>• fit</li> <li>• size</li> <li>• product variations</li> <li>• materials</li> <li>• alignment</li> <li>• colour</li> <li>• damage and imperfections</li> </ul>
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Quality checks may include:

- visual inspection
- physical measurements
- checks against patterns, templates and guides

Workplace context may include:

- work organisation procedures and practices relating to the manufacture and quality outcomes for products
- standard work practice
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral, written or visual and can include simple data
- safety, environmental, housekeeping and quality are as specified by materials/machine/equipment manufacturers, and the enterprise

Worksite environment may include a large scale production or small business situation

Quality standards may relate to:

- materials
- component parts
- final product
- production processes

Data entry/recording may include:

- keyboard
- written (including ticks or signs)
- verbal

Sources of information/documents may include:

- quality standards and procedures
- work instructions, patterns and designs
- organisation work procedures
- manufacturer's instructions for materials and equipment
- organisational or external personnel
- customer/s requirements

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to apply quality standards to work in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects of Evidence

Assessment must confirm appropriate knowledge and skills to:

- interpret, relevant work instructions, standards and specifications appropriate to the assessee's work
- check and measure the relevant quality parameters
- interpret the results of quality checks in terms of specifications, patterns and work standards

**Critical Aspects of Evidence (Cont'd)**

- take required action where standards of materials, component parts, final product or work processes are found to be unacceptable
- detect errors and use initiative and judgement to take appropriate action in accordance with workplace procedures maintain accurate records

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant quality standards, policies and procedures
- relevant production processes, materials and products
- characteristics of materials used in the relevant enterprise production processes
- safety and environmental aspects of relevant production processes
- relevant measurement techniques and quality checking procedures
- workplace procedures
- reporting procedures

Skills

The ability to:

- interpret work instructions, specifications, standards and patterns appropriate to the assessee's work
- carry out relevant visual inspections of materials, component parts and final products
- carry out relevant physical measurements
- maintain accurate work records in accordance with procedures
- carry out work in accordance with OH&S policies and procedures
- meet work specifications
- communicate effectively within defined workplace procedures
- interpret and apply defined procedures in the context of:
  - interpreting work instructions, specifications, standards and patterns appropriate to the assessee's work
  - describing consequences
  - completing tasks
  - identifying improvements within defined procedures
  - applying safety precautions relevant to the task
  - assessing operational capability of specified equipment used and work processes

## **Underpinning Knowledge and Skills (Cont'd)**

### Skills

The ability to:

- show evidence of application of relevant workplace procedures including:
  - quality procedures
  - hazard policies and procedures including codes of practice relevant to their job within defined procedures
  - job procedures and work instructions
  - waste, pollution and recycling management processes within defined procedures
- recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others in accordance with workplace procedures
- complete work systematically with attention to details without damage to goods, equipment or personnel

### **(4) Resource Implications**

Access to real or appropriately simulated production situations including areas, materials, equipment, and information on work specifications/patterns, relevant safety procedures, quality standards, organisation procedures and customer requirements

### **(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

### **(6) Context of Assessment**

Evidence is best gathered using the products, processes and procedures of an individual workplace context.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0452A: Organise and plan own work to achieve planned outcomes**

Competency Descriptor:

This unit covers the skills and knowledge required to organise own work when working independently on production operations in a factory or home-based or outside factory environment

Competency Field:

Apparel and Sewn Products

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Confirm and interpret work requirements	1.1	Work requirements are confirmed with relevant personnel.
		1.2	Work requirements are interpreted in accordance with workplace procedures.
2.	Develop personal workplace plan	2.1	The steps required to complete the work are identified and confirmed with other personnel.
		2.2	Quality requirements of the client organisation are confirmed and interpreted.
		2.3	Critical deadlines, outcome objectives and sequence of operations are established and documented in accordance with workplace procedures.
3.	Communicate with relevant personnel	3.1	Relevant personnel in the client organisation are identified and contacted.
		3.2	Operation plan is confirmed or altered in accordance with workplace procedures.
4.	Access resources	4.1	Specified resources are identified and accessed in accordance with work plan.
5.	Coordinate work	5.1	Work assessed in accordance with planned steps and quality criteria.
		5.2	Work is regularly checked against specifications, established deadlines and identified quality standards and action is taken to rectify work, which is not in accordance with requirements.
		5.3	Problems are identified and investigated in accordance with workplace procedures.
		5.4	Problems are rectified or reported in accordance with workplace procedures.

6.	Keep records of work	6.1	Record system is established in accordance with workplace requirements.
		6.2	Records are kept in accordance with record system procedures.
7.	Implement workplace health and safety practices	7.1	Workplace health and safety precautions and procedures are identified and followed.
		7.2	Action is taken in accordance with workplace procedures to prevent accidents and to eliminate risks to personal safety.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

Competence must be demonstrated in working largely independently and being accountable for own results including:

- carrying out assigned tasks
- coordinating processes
- setting and working to deadlines
- 

Worksite environment may include:

- a factory or home-based or outside factory situation
- competence must be demonstrated in the planning, organising and coordination of production operations
- machines may include any machine used in garment production

Production areas may include:

- textile production
- clothing production
- footwear production
- hide/skin/leather production
- headwear production and millinery
- laundry operations
- dry cleaning operations

Occupational health and safety precautions and procedures may include:

- personal protective wear and equipment used in accordance with standard workplace practice
- safe materials handling practices correctly followed in accordance with standard workplace practice
- rest breaks taken in accordance with standard workplace practice
- workstation arranged in accordance with occupational health and safety including ergonomic requirements
- equipment stored when not in use in accordance with standard workplace practice
- workstation kept clean and free of obstacles at all times in accordance with standard workplace practice
- floor and workstation kept clear of remnants, dust and rubbish etc. in accordance with standard workplace practice

Workplace context may include:

- Work organisation procedures and practices relating to the planning, organising and coordination of production operations.
- Reporting actions include verbal and written communication in accordance with organisational policies and procedures
- Communication may be oral, written and can include simple data
- Being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of work output, where necessary.
- Safety, environmental, housekeeping and quality as specified by machine/equipment manufacturers and regulatory authorities.

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Assessment must confirm appropriate knowledge and skills to:

- confirm and interpret work specifications
- establish and apply required quality procedures and required work steps
- organise and set up workstation
- identify and deal with problems arising in own work
- coordinate own work
- set and work to deadlines
- apply workplace health and safety policies in work operations
- maintain accurate records

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant OH&S practices, policies and procedures
- production processes
- operating procedures for production machines
- characteristics of typical materials and products used in production
- quality standards and material/product handling procedures
- safety and environmental aspects of relevant production processes
- workplace procedures for home-based environments
- reporting procedures for factory and home-based environments

Skills

The ability to:

- handle, receive and assemble material/products
- maintain accurate work records in accordance with procedures
- carry out work in accordance with OH&S policies and procedures
- solve problems in own work
- interpret and meet work specifications
- communicate effectively in a factory and home-based or outside factory environment
- organising work
- completing tasks
- solving problems in own work
- identifying improvements
- applying safety precautions relevant to the task
- assessing operational capability of specified equipment used and work processes

Show evidence of application of relevant workplace procedures including:

- job procedures and work instructions
- quality procedures
- waste, pollution and recycling management processes
- Action taken promptly, accidents and incidents reported in accordance with statutory requirements
- Work completed systematically with attention to detail without damage to goods, equipment or personnel
- Work records kept and maintained in accordance with the relevant industrial award

**(4) Resource Implications**

Access to real or appropriately simulated production situations including areas, materials, equipment, and information on work specifications, relevant safety procedures and regulations, quality standards, work procedures and client organisation requirements.

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

**(6) Context of Assessment**

Evidence is best gathered using the products, processes and procedures of an individual workplace context.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>
Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0742A: Set up and operate industrial sewing machines**

Competency Descriptor:

This unit relates to the skills and knowledge required to safely and efficiently operate industrial sewing machines.

Competency Field:

Apparel and Sewn Products

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Set up industrial sewing machines	1.1	Task to be performed is evaluated and relevant machine and supplies needed correctly determined and selected.
		1.2	Machine is checked and suitability for use correctly determined.
		1.3	Where required, bobbin is filled following correct procedure and thread selection.
		1.4	Needles selected are of the appropriate type and correctly installed.
		1.5	Thread selected is appropriate in type and colours for intended use and thread guide correctly followed in stringing machines.
		1.6	Bobbin is thread correctly without causing undue breakage of the thread.
2.	Conduct sample quality testing	2.1	Machine is operated in accordance with manufacturers and enterprise instructions to produce a specified sample.
		2.2	Electrical switches and component parts are verified to be in good repair.
		2.3	Sample is tested to ensure required standards of quality are met.
		2.4	Test results are interpreted and adjustment requirements correctly determined.
		2.5	Adjustment changes are assessed in accordance with product and machine specifications.

- |    |                                   |     |  |
|----|-----------------------------------|-----|--|
| 3. | Operate industrial sewing machine | 3.1 | Checks are made to ensure that machine is in good repair and correctly prepared to product specifications. |
|    |                                   | 3.2 | Ability to respond to changing circumstances, environmental factors or urgent situation is demonstrated.   |
|    |                                   | 3.3 | All safety guards/guides are in place prior to engaging the machine.                                       |
|    |                                   | 3.4 | Work pieces are selected in correct sequence and correctly positioned on machine.                          |
|    |                                   | 3.5 | Required dexterity and controls manipulation is demonstrated.  |
|    |                                   | 3.6 | Machine attachments are correctly selected, engaged and operated.  |
|    |                                   | 3.7 | Products meet required specifications and quality standards.   |

## RANGE STATEMENTS

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

Machines include:

- lock and over lock stitch
- chain stitch
- double needle
- multiple needle
- button tack
- button hole
- welt maker
- hemmer

Controls include:

- reverse lever
- knee lifter
- hand wheel
- treadle
- pressure bar
- needle bar

Duties performed may include:

- straight lines
- curve lines
- corners
- bar tack
- back tack

Needles may include:

- straight
- curve
- different sizes

Attachments may include:

- zipper foot
- cording foot
- gather foot
- T-guides
- swing guide
- tuck foot
- pleater foot
- folders
- binders

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to operate industrial sewing machines in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects and Evidence

Assessment must confirm the ability to:

- Thread industrial sewing machines listed in the Range Statement.
- Follow all safety procedures involved in the operation of industrial sewing machines.
- Fill bobbins
- Thread bobbins
- Insert needles
- Maintain proper posture while operating machines
- Manipulate controls and attachment

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- Operating components of the machines listed in the range
- Basic tips on how to care industrial sewing machines
- Attachments for each machines and their usage
- Safety precautions and procedures for preparing and using industrial sewing machines
- How to thread the various machines listed
- How to thread bobbins
- The importance of good posture while working at a machine
- Different types of needles and their characteristics
- The different lines, corners and tacks used in sewing machine operation
- collaboration skills between other workers and supervisor
- basic problem solving skills in relation to own work or in dealing with others
- basic questioning and active listening skills
- literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing production documents and reports
- Basic numeracy skills in relation to the four operations, ratios, percentages and graphs as may be applicable to a production environment.

Skill

The ability to apply:

- Thread industrial sewing machines listed in the Range Statement.
- Follow all safety procedures involved in the operation of industrial sewing machines.
- Fill bobbins
- Thread bobbins
- Insert needles
- Maintain proper posture while operating machines
- Manipulate controls and attachment
- Prepare reports using words, numbers, graphs

**(4) Resource Implications**

- Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.
- Where assessment is conducted in a simulated or non-workplace environment then access to the necessary machines and supplies should be provided.

**(5) Method of Assessment**

Evidence of competency in this unit may be assessed in one exercise in order to gather evidence of performance over the range of variables listed in the Range statement. This will include contexts applicable to the work environment, such as actual or sample machine operation activities.

**(6) Context of Assessment**

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities within a given enterprise or simulated environment.

Observation of processes and procedures, oral and/or written questions on underpinning knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Review of any items produced by the candidate related to the operation of industrial sewing machines.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAFAD0032A: Develop fashion design details**

Competency Descriptor:

This unit includes the skills and knowledge required to develop a fashion design idea.

Competency Field:

Fashion Designing

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Identify resources to develop design	1.1	Personnel resources and their roles derived are based on the design development programme requirements.
	1.2	The competencies of the individuals to be engaged in the project are established and their qualifications verified.
	1.3	Any additional resource identified is accurately costed, thoroughly discussed and agreed on.
2. Select and order fabrics, tailoring materials, trimmings and other accessories	2.1	Fabric attributes are properly assessed for suitability to the intended application.
	2.2	Trimmings selected are compatible with the natural or synthetic fibre composition of the fabric in question.
	2.3	Outer layer has adequate pliability for shaping and sufficient body for shape retention.
	2.4	Pattern guide sheet is consulted if necessary.
	2.5	Weight of outer fabric selected is appropriate for purpose of garment and is compatible with the interfacing and lining.
	2.6	Interfacing fabric is pliable enough to give during manipulation in the tailoring process, yet resilient enough to maintain its shape in wear.
	2.7	Lining fabric is pliable, smooth, lustrous and comfortable to wear.
	2.8	For specialty fabrics, enough is purchased to make allowance for special demands.
	2.9	Cost considerations and the intended market are made to influence the choice of fabric(s) and trimmings.
	2.10	Supplier(s) of fabric(s), trimmings and accessories sought are reputable, dependable, and able to consistently provide these to the expected quality and quantity, as well as provide the service at a reasonable price.

- |    |                                      |     |  |
|----|--------------------------------------|-----|--|
| 3. | Prepare artwork                      | 3.1 | The appropriate tools are selected and prepared.   |
|    |                                      | 3.2 | Format for artwork is discussed and agreed on.   |
|    |                                      | 3.3 | Artwork is prepared in the details required and highlights the appropriate design elements.  |
|    |                                      | 3.4 | Where deemed necessary miniatures are prepared to scale.   |
|    |                                      | 3.5 | Where deemed necessary miniatures are prepared to scale.   |
|    |                                      | 3.6 | Artwork is thoroughly discussed and agreed on.   |
|    |                                      | 3.7 | The expected quality of work, time frame for completion, monitoring guidelines and any special changes to be incorporated into the specification are identified and agreed on. |
|    |                                      | 3.8 | Additional communication, which will further clarify the specifications, is provided to the organisation/individual undertaking work assigned.                                 |
| 4. | Allocate resources to develop design | 4.1 | Every effort is made to ensure that resources are used in the most economical way possible.  |
|    |                                      | 4.2 | The competence and skill of the staff match roles assigned.  |
|    |                                      | 4.3 | The allocation of resources meets set objectives and will facilitate execution of associated responsibilities.   |
|    |                                      | 4.4 | Any contractual agreements made are negotiated and agreed on according to established and legal requirements.  |
|    |                                      | 4.5 | The working relations between team members, where applicable, are clearly outlined to all concerned.   |

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

### Additional resources:

- materials
- equipment
- services
- finance

### Evidence of competence:

- observation
- previous work
- references
- oral reports

## Design elements:

- line
- contour
- light
- tone
- contrast
- volume
- mass
- form
- structure
- space
- balance
- direction
- movement
- dimension
- scale
- proportion
- texture
- pattern
- perspective
- composition
- projection

## Artwork:

- technical drawings
- freehand drawings,
- paintings
- pictures
- sketches
- combination of colour blocks or images and sketches/drawings, film or video, computer generated graphics, samples

## Specification requirements:

- technical
- client requirements
- financial

## Tools:

- pencils
- brushes
- eraser
- cartridge
- paper
- layout pads
- markers
- coloured inks
- water colour box
- mixing pallet
- fixative spray
- pencil sharpener
- ruler
- flexi curve

## Roles:

- designers
- technical experts
- artists
- pattern makers
- sample makers

## Personnel:

- Internal
- external

**EVIDENCE GUIDE**

Competency is to be demonstrated by the ability to develop fashion designs in accordance with the performance criteria and the range listed within the range of variables statement.

**(1) Critical Aspects of Evidence**

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

The demonstrated ability to:

- identify and prioritise tasks
- prepare schedule
- negotiate appropriate contractual arrangements
- clearly outline the specific responsibilities, objectives and standards of work
- determine the optimum designs for the given specifications
- create designs as required by the style specifications

**(2) Pre-requisite Relationship of Units**

Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- fashion cycles
- product line development stages
- consumer types and needs
- task analysis
- time management techniques
- types of work plan related to fashion design
- work planning techniques
- how an apparel firm is organised
- principles in the management of the design process
- project management principles
- methods of evaluating design
- quality and performance standards
- technical constraints on design development-sources of information on:
  - costs of design development
  - costs of design realisation
  - competitor's products

Skills

The ability to:

- identify activities in schedule
- determine duration of activities
- forecast critical stages
- prepare for contingencies
- deal with contingencies
- prepare schedule documentation
- disseminate documentation to workers/contractors
- finalise agreement
- discuss assessment criteria for design
- manipulate size, shape, orientation and colour of design
- sketch suggested changes to design
- estimate design production time and cost
- evaluate fashion design solutions

**(4) Resource Implications**

Resources provided in a simulated work environment must be adequate and appropriate for the demonstration of competence in this unit. Where actual workplace context obtains resources should be consistent with the normal operations of such.

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

Evidence is best gathered using the processes and procedures of an individual workplace context.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAFAD0082A: Research fashion design ideas**

Competency Descriptor:

This unit includes the skills and knowledge required to carryout basic research in and evaluation of fashion designs

Competency Field: Fashion Designing

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Research and evaluate design specifications	1.1	Target users of proposed design are accurately identified.
	1.2	The needs of the target users are accurately identified and analysed.
	1.3	Budget and time constraints are carefully considered in the assessment of designs for implementation.
	1.4	Appropriate technological resources are assessed for their potential to realise the design within the given budget and time constraints.
	1.5	Technical expertise and advice are sought as required.
2. Analyse fashion ideas	2.1	Appropriate fashion media are regularly consulted
	2.2	People and the way they put outfits together are keenly observed.
	2.3	Discussions are held with owners and buyers as to the kinds of garments customers like.
	2.4	Sensitivity to changes that may affect fashion is demonstrated.
3. Generate design ideas	3.1	Given specifications/guidelines are carefully assessed and thoroughly discussed.
	3.2	Data and information from research materials are evaluated for their contribution to the development of design ideas.
	3.3	Ideas which bear meaningful relationship to the design activity are explored and evaluated.
	3.4	Design ideas are discussed and assessed, and those with the greatest potential for success developed.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

Fashion media may include:

- Historical revivals
- art movements
- nature
- movie
- television series
- news events
- cross-cultural interface
- new living patterns
- special groups
- fashion shows
- fashion magazines
- museums

Target users include:

- Utility wear
- leisure-wear
- sports wear
- uniforms
- children's wear
- haute couture
- protective wear

Means of presenting ideas include:

- drawings
- sketches
- slides
- photographs
- discussion
- use of mannequins
- draping techniques

Methods of developing designs include:

- drawings
- models
- oral
- computerised means

Needs of target users:

- Quantity
- quality
- product performance
- cost
- style

Technological resources include:

- computer-aided equipment
- specialised sewing equipment

Types of analysis:

- quantitative
- qualitative

**EVIDENCE GUIDE**

Competency is to be demonstrated by the ability to research fashion design ideas in accordance with the performance criteria and the range listed within the range of variables statement.

**(1) Critical Aspects of Evidence**

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying store policies and procedures and industry codes of practice in regard to customer service
- providing a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service/sales procedure
- accurately identifying the nature of customer complaints, resolving complaints and providing service to customers according to store policies and the range of variables
- using effective questioning/active listening and observation skills to identify customers' special requirements
- accessing, recording and processing sales orders accurately and responsibly according to store policies and procedures
- collaboratively working within a team to meet customers' needs

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- history of fashion
- the fashion cycle
- theories of fashion leadership
- sources that influence fashion (newsworthy events and personalities, social movements, social value and attitudes, technological developments)
- factors influencing fashion prediction
- methods of evaluating user requirements
- methods of researching, collating and presenting data
- technical specifications
- types of customers
- concept of the ready-to-wear industry
- product history and competitive products
- cultural factors affecting product
- history and growth of the fashion industry
- concepts of fashion and style
- psychology of colour
- role of the consumer in influencing fashion
- computer-aided design (CAD) systems in fashion design development
- fashion retail industry:
  - outlets: department stores, niches, franchises, mail order, factories, shopping centres, discount stores, market stalls, multi-national retailers
  - consumer behaviour
  - International influences: European American, African, Asian, global markets
- developments: market share, market positioning, take-overs, mergers, acquisitions, product groupings

Skills

The ability to apply operational skills and techniques to:

- analyse previous season's sales
- analyse customer returns
- carry out market research
- identify customer requirements
- identify fashion trends
- adjust past season's designs
- develop plan for upcoming season
- determine current styles
- sketch designs manually
- sketch designs by using computer
- take photographs of designs

**(4) Resource Implications**

The following resources should be made available:

- drawings
- models
- mannequins
- computer-aided equipment
- fashion magazines

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, practical exercises, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAFAD0062A:****Produce design prototype**

Competency Descriptor:

This unit includes the skills and knowledge required to prepare production specifications, collate design specifications and market sample designs.

Competency Field: Fashion Designing

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Provide final specifications for production	1.1	Information required is clarified and thoroughly discussed with the relevant persons.
		1.2	Information presented clarifies details of the design specifications generated and is presented in a manner which is easily understood.
		1.3	Information is conveyed promptly to all relevant persons.
2.	Produce final design information	2.1	The necessary design information is compiled in a manner appropriate for presentation.
		2.2	Comments/remarks in support of the design approach are clear and concise.
		2.3	Design information format is discussed and approved with the appropriate authority.
3.	Market garment	3.1	Consumer markets are thoroughly assessed to determine the actual needs.
		3.2	Reactions as to strong and weak points of garment(s) are carefully noted and if necessary, clarification is sought.
		3.3	Appropriate arrangement for communication with key retail accounts made.
		3.4	The features, functions and benefits of the garment(s) are described fully and accurately.
		3.5	Accessories accompanying the garment(s) effectively interpret and highlight the fashion trend being conveyed.
		3.6	The garment(s) is/are presented in a manner which encourages purchase.
		3.7	Customers are assisted in making a final choice and any queries are answered fully and accurately.

## RANGE STATEMENT

The Range Statement provides a focus for assessment and relates to the unit as a whole.

### Design information:

- Including colour
- fabric
- style number for
- identification
- label
- costings
- artwork

### Format for design information:

- 3-dimensional
- audio-visual
- electronic
- booklet/magazine
- technical specifications

### Types of garments/markets:

- utility wear
- leisure-wear
- sports wear
- uniforms
- children's wear
- haute couture
- protective wear

### Retail accounts:

- stores(wholesale, retail)
- special orders
- individuals

### Accessories:

- scarf's
- belts
- hats
- broaches
- shoes
- gloves
- shawls
- jewellery(bangles, necklaces bracelets, toe rings nose rings)
- handbags
- hairstyles
- make-up
- hair
- adornments
- neckties
- socks

### Design specifications:

- size and fit
- specifications
- material specifications
- detailed
- drawings
- quality specification
- marker
- specifications
- sample

### Opportunities for communication:

- telephone conversation
- formal meetings
- meeting/discussion in-situ

### Information in support of design approach:

- visual
- verbal
- written

**Persons:****Including:**

- merchandiser/supplier
- quality manager
- cutting
- room manager
- production manager
- production
- engineer
- machine mechanic

**Information:**

- descriptions for placement of trims or assembly of
- components
- information related to stitch and seam
- types
- stitches per inch
- equipment, and procedures

**Promotional means:**

- Fashion shows
- trade shows
- private shops
- press reviews
- promotional videos
- brochures
- sketches with
- swatches

**EVIDENCE GUIDE**

Competency is to be demonstrated by the ability to produce design prototypes in accordance with the performance criteria and the range listed within the range of variables statement.

**(1) Critical Aspects of Evidence**

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

The demonstrated ability to:

- prepare and present visual on design
- prepare and present technical specifications
- communicate design details orally
- communicate design details in writing
- evaluate consumer markets
- arrange a fashion show
- accessorise garment for display

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- presentation methods
- target market(s) for fashion designs
- product line development stages
- garment construction methods
- types of communication used in the fashion public relations and their advantages
- types of fashion events and their advantages
- consumer markets
- fashion retail industry:
  - outlets: department stores, niches, franchises, mail order, factories, shopping centres, discount stores, market stalls, multi-national retailers
  - consumer behaviour
  - International influences: European, American, African, Asian, global markets
  - developments: market share, market positioning, take-overs, mergers, acquisitions, product groupings
- types of specifications and their significance
- target market(s) for fashion designs
- product line development stages
- methods of garment construction

Skills

The ability to:

- prepare and present visual on design
- prepare and present technical specifications
- communicate design details orally
- communicate design details in writing
- evaluate consumer markets
- arrange a fashion show
- accessorise garment for display
- market garments to stores and individuals
- describe benefits, features and functions of garment orally
- describe benefits, features and functions of garment in writing
- prepare detailed drawings

**(4) Resource Implications**

Resources provided in a simulated work environment must be consistent with the range statement, adequate and appropriate for the demonstration of competence in this unit. Resources should be consistent with normal operations where assessment takes place in an actual workplace context.

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element in this unit of competency.

Competency contains both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal testing, practical exercises, project work or observation of practical demonstration.

**(6) Context of Assessment**

Evidence is best gathered using the processes and procedures of an individual workplace context. In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations consistent with the range of variables set out in the Range Statement.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0421A: Merchandise products**

Competency Descriptor:

This unit involves the arrangement and presentation of merchandise within the store. It includes the setting up and maintenance of displays and labelling or pricing stock.

Competency Field:

Garment Production

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Place and arrange merchandise	1.1	Merchandise unpacked in accordance with salon/store procedure.
		1.2	Merchandise placed on floor, fixtures and shelves in determined locations.
		1.3	Merchandise displayed to achieve a balanced fully stocked appearance and promote sales.
		1.4	Damaged, soiled or out of date stock identified and corrective action taken as required according to store procedure.
		1.5	Stock range placed to conform to fixtures, ticketing, prices or bar codes.
		1.6	Stock rotated according to stock requirements and store procedure.
		1.7	Stock presentation conforms to special handling techniques and other safety requirements.
2.	Prepare display labels/tickets	2.1	Labels/tickets for window, wall or floor displays prepared according to store policy.
		2.2	Tickets prepared using electronic equipment or neatly by hand according to store procedures.
		2.3	Soiled, damaged, illegible or incorrect labels/ tickets identified and corrective action taken.
		2.4	Electronic ticketing equipment used and maintained according to design specifications.
		2.5	Ticketing equipment maintained and stored in a secure location.

- |    |   |     |  |
|----|---|-----|--|
| 3. | Place, arrange and display price tickets and labels | 3.1 | Tickets/labels are visible and correctly placed on merchandise.  |
|    |   | 3.2 | Labels/tickets replaced according to store policy.   |
|    |   | 3.3 | Correct pricing and information maintained on merchandise according to store procedures, industry codes and government requirements. |
| 4. | Maintain displays                                   | 4.1 | Special promotion areas reset and dismantled.  |
|    |   | 4.2 | Supervisor assisted in selection of merchandise for display.   |
|    |   | 4.3 | Merchandise arranged/faced up as directed and/or according to layout specifications and load bearing capacity of fixtures.           |
|    |   | 4.4 | Unsuitable or out of date displays identified, reset and/or removed as directed.   |
|    |   | 4.5 | Optimum stock levels identified and stock replenished according to store policy.   |
|    |   | 4.6 | Display areas maintained in a clean and tidy manner.   |
|    |   | 4.7 | Excess packaging removed from display areas.   |
| 5. | Protect merchandise                                 | 5.1 | Correct handling, storage and display techniques identified and used according to stock characteristics and industry codes.          |

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

Store ticketing and pricing policy may include:

- pricing gun
- shelf tickets
- shelf talkers
- written labels
- swing ticketing
- bar coding
- price boards
- header boards

Merchandise may be characterised by:

- type
- size
- brand
- customer
- colour

The following variables may be present:

- store policy and procedures in regard to merchandising of stock
- size, type and location of store
- size, type and location of display areas and fittings
- store merchandise range
- setting of new displays or maintaining existing displays
- tickets may be provided, produced electronically or manually
- handling techniques may vary according to:
  - stock characteristics and industry codes of practice
  - levels of staffing, e.g. staff shortages
  - varying levels of staff training
  - routine or busy trading conditions
  - full-time, part-time or casual staff

## EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range Statement for this unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

### (1) Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently apply store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displaying merchandise on floor, fixtures shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements
- preparing display labels and price tickets for merchandise with regard to store policies and procedures
- arranging correct pricing and information on merchandise
- identifying damaged, soiled or out of date stock and taking corrective action
- maintaining display areas and replenishing stock as required
- operating, maintaining and storing a range of ticketing equipment according to:
  - store policy and procedures
  - manufacturers' instructions and design specifications
- Performing correct manual handling, storage and display techniques

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- merchandising, ticketing and pricing of stock
- correct storage of stock
- principles of display
- store promotional themes, including advertising, catalogues and special offers
- location of display areas
- availability and use of display materials
- stock rotation
- stock replenishment
- merchandise range
- scheduling for rotating displays
- correct manual handling techniques for protection of self and merchandise
- correct storage procedures for labelling/ticketing equipment and materials
- occupational health and safety practices including manual handling and hygiene and sanitation

Skills

The ability to:

- use and maintain manual and electronic labelling/ticketing equipment
- complete tasks in a set time frame
- read and interpret store procedures and guidelines
- prepare labels/tickets manually or by machine
- read and understand manufacturer's instructions

**(4) Resource Implications**

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments.

Resources may include:

- a real or simulated retail environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of retail situations.

**(6) Context of Assessment**

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0461A: Package goods**

Competency Descriptor:

This unit covers the skills and knowledge required to pack, wrap and label goods for dispatch or storage

Competency Field:

Apparel and Sewn Products

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Select materials and pack and unwrap products	1.1	Packaging specifications and order packaging documentation are interpreted.
		1.2	Technology appropriate for the goods to be packed is selected.
		1.3	Packaging materials are identified and matched to specifications.
		1.4	Work is planned to meet schedules.
		1.5	Occupational health and safety requirements appropriately applied.
		1.6	Materials are economically used.
		1.7	Loss minimization and damage in transit or storage are realised.
		1.8	Completed packed goods are stacked to minimise damage from within and outside.
2.	Use labelling standards to label packaged products/loads	2.1	Workplace labelling standards are identified.
		2.2	Appropriate goods handling, labelling and other identification symbols are utilized.
		2.3	Invoices and picking slips are attached (where required).
		2.4	Workplace documentation is completed.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

General context:

- work may be performed under some supervision, generally within a team/group environment
- customers may be internal or external
- enterprises may comprise large, medium or small worksites
- work may be undertaken in various worksite environments

Worksite environment may include:

- operations conducted by day or night
- work conducted in restricted spaces or exposed conditions or controlled or open environments
- exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles

Sources of information/documents may include:

- goods identification numbers and codes
- manifests
- picking slips, merchandise transfers, stock requisitions and bar codes
- manufacturer's specifications
- company operating procedures and policies
- supplier and/or client instructions
- materials safety data sheets
- phone, electronic data interchange, fax, e-mail, internet, radio, oral, aural or signed communications
- codes of practice
- award, enterprise bargaining agreement, other industrial arrangements
- quality assurance procedures

Consultative processes may involve:

- staff members
- management
- union representatives
- other professional or technical staff

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to package goods in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects of Evidence

Assessment must confirm appropriate knowledge and skills to:

- locate, interpret and apply relevant information
- provide customer/client service
- work effectively with colleagues
- convey information in written and oral form
- maintain workplace records
- use workplace colloquial and technical language and communication technologies in the workplace context
- select and use packaging material to minimise waste
- work efficiently and ensure packaging results in undamaged goods
- identify special requirements of products and package appropriately

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- job roles or functions
- site layout
- operation of work systems, equipment or management, site and organizational operating procedures
- impact of job on enterprise and individual performance
- Application of relevant industrial requirements.
- Identification and correct use of equipment, processes and procedures

#### Skills

The ability to:

- apply relevant workplace procedures including:
  - Issue resolution procedures
  - Job procedures and work instructions
  - Relevant guidelines relating to the use of equipment
  - Quality assurance procedures (where existing)
  - Security procedures
  - housekeeping processes
  - Waste, pollution and recycling management processes.

### (4) Resource Implications

- Access to packaging equipment, materials and goods to be packaged.

**(5) Method of Assessment**

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency will be assessed under general guidance, checking at various stages of the process and at completion of the activity against performance criteria and specifications

**(6) Context of Assessment**

Assessment may occur on the job or in a simulated workplace.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0561A: Place tickets and labels with cut work**

Competency Descriptor:

This unit covers the skills required to place tickets and labels with cut work and to check the accuracy and quality of the labels/tickets and their match to the bundle of cut work in situations involving complex ticket/label information requiring in-depth knowledge for interpretation.

Competency Field: Apparel and Sewn Products

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare workstation	1.1 Workbench and/or seating are set up according to workplace ergonomic standards.
	1.2 Components are laid out in correct proximity and sequence in accordance with workplace procedures.
	1.3 Printed labels and tickets are collected from store or designated area according to workplace requirements.
2. Place tickets and labels	2.1 Printed labels and tickets are checked for accuracy against work and order specifications in accordance with workplace procedures.
	2.2 Tickets and labels are checked to ensure that all labels specified are ready.
	2.3 Tickets are checked to confirm that they are accurate to the job specification and meet the workplace quality standards.
	2.4 Action is taken to report and correct tickets and labels identified as being inaccurate or failing to meet quality standards.
	2.5 Tickets and labels are bundled with appropriate component parts, according to specifications.
	2.6 Action taken is recorded in accordance with workplace procedures.
3. Implement workplace health and safety practices	3.1 Workplace health and safety policies and procedures are followed.
	3.2 Action is taken in accordance with workplace policies and procedures to prevent accidents and to eliminate risks to personal safety.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

General context:

- Work involves the placing of tickets and labels with cutwork as part of the garment production process involving complex ticket/label information requiring in-depth knowledge for interpretation.
- Work is performed to define procedures/methods either individually or in a team environment.
- Work is assessed in accordance with statutory requirements, organization insurance requirements, OH&S legislation, manual handling procedures and relevant health regulations.

Worksite environment may include:

- Work may be conducted in a large-scale production or small business situation.
- Competence must be demonstrated in label and ticket placement operations involving complex ticket/label information requiring in-depth knowledge for interpretation.

Checking of printed labels and tickets may include:

- type of ticket and label
- match of ticket or label with bundles and work specifications
- quality of the printing on the ticket or label

Sources of information/documents may include:

- Work specifications
- Labelling and ticketing instructions
- Organisation work procedures
- Organisational or external personnel
- Quality and Australian standards and procedures
- Customer/s requirements

Data entry/recording may include:

- keyboard
- manual operations

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed in accordance with workplace procedures
- rest breaks are taken in accordance with workplace procedures
- workstation is arranged in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use in accordance with workplace procedures
- workstation is kept clean and free of obstacles at all times in accordance with workplace procedures
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish in accordance with workplace procedures

Workplace context may include:

- Work organisation procedures and practices relating to the placing of tickets and labels with cutwork as part of garment production

Applicable regulations and legislation may include:

- Occupational health and safety legislation relevant to workplace activities.
- workers' compensation legislation

Conditions of service, legislation and industrial agreements including:

- workplace agreements and awards
- Federal or State/Territory legislation
- Standard work practices.
- Reporting actions include verbal and written communication in accordance with organisational policies and procedures.
- Communication may be oral, written or visual and can include simple data.
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output, where necessary
- safety, environmental, housekeeping and quality are as specified by machine/equipment manufacturers, regulatory authorities and the enterprise

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to place tickets and labels with cut work in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects of Evidence

Assessment must confirm appropriate knowledge and skills to:

- identify bundles and garment components
- check that tickets and labels are accurate to the job specification and meet the workplace quality standards
- place labels and tickets with cutwork in situations involving complex ticket/label information requiring in-depth knowledge for interpretation
- check that bundles of cutwork match the information on the associated labels and tickets
- apply workplace health and safety policies in work operations
- maintain accurate records

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**

<p><u>Knowledge</u> Knowledge of:</p>	<p><u>Skills</u> The ability to:</p>
<ul style="list-style-type: none"> <li>• relevant OH&amp;S practices, policies and procedures</li> <li>• procedures for the placement of labels and tickets with cutwork in situations involving complex ticket/label information requiring in-depth knowledge for interpretation</li> <li>• characteristics of typical fabrics and other materials used in garment assembly</li> <li>• fabrics and styles</li> <li>• types of labels and tickets</li> <li>• sizes of garments</li> <li>• colour or shades of garments</li> <li>• trims and other components or features typically defined in work specifications for garments</li> <li>• quality standards and fabric/garment handling procedures</li> <li>• workplace operations and reporting procedures</li> </ul>	<ul style="list-style-type: none"> <li>• interpret work specifications and labelling and ticketing instructions</li> <li>• place labels and tickets with cut work in situations involving complex ticket/label information requiring in-depth knowledge for interpretation</li> <li>• check the accuracy and quality of printed labels and tickets</li> <li>• check that bundles of cut work match the information on the associated labels and tickets</li> <li>• maintain accurate work records in accordance with procedures</li> <li>• carry out work in accordance with OH&amp;S policies and procedures</li> <li>• communicate effectively within the workplace</li> <li>• interpret and apply defined procedures</li> <li>• organising work</li> <li>• interpreting work specifications and labelling/ticketing instructions</li> <li>• completing tasks</li> <li>• identifying improvements</li> <li>• applying safety precautions relevant to the task</li> <li>• assessing operational capability of specified equipment used and work processes</li> </ul>

**(4) Resource Implications**

- Access to real or appropriately simulated situations involving the placement of tickets and labels with cutwork as part of garment production.
- This includes areas, materials, equipment, and information on work specifications, relevant safety procedures, quality standards, organization procedures and customer requirements.

**(5) Method of Assessment**

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency will be assessed under general guidance, checking at various stages of the process and at completion of the activity against performance criteria and specifications

**(6) Context of Assessment**

- Assessment may occur on the job or in an appropriately simulated environment

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0541A: Perform simple cut work**

Competency Descriptor:

This unit covers the skills and knowledge required to cut work in preparation for garment assembly in situations involving uncomplicated, non-critical cutting.

Competency Field:

Apparel and Sewn Products

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare work area	1.1	Work area and seating are set up according to workplace ergonomic standards.
		1.2	Cutting equipment is cleaned, checked and basic servicing assessed in accordance with manufacturer's instructions.
		1.3	Materials are collected and laid out in correct proximity and sequence in accordance with workplace procedures.
2.	Set up and service cutting equipment	2.1	Cutting table and equipment are set up and adjusted in accordance with workplace procedures and the specifications for the work.
		2.2	Machine oil and blades are checked and machine faults are identified and reported or rectified, in accordance with workplace procedures and manufacturer's instructions.
3.	Cut work	3.1	Marker and lay alignment are checked and appropriate action taken in accordance with workplace procedures and the specifications for the work.
		3.2	Lay is cut using the cutting machine in accordance with the workplace procedures and requirements for operations.
		3.3	Cutwork is inspected against the work specification and any identified faults rectified and/or reported in accordance with workplace procedures.
4.	Identify poor cutting equipment performance	4.1	The performance of the cutting equipment is regularly checked for signs of faulty operation, including evidence from the inspection of cut pieces, and any required action is taken in accordance with workplace requirements.
5.	Dispatch cut work	5.1	Cutwork is inspected; any faults identified, and appropriate action taken in accordance with workplace procedures to ensure the cut pieces meet the required quality standards.

	5.2	The results of the inspection of finished pieces are recorded in accordance with workplace procedures.
	5.3	Subsequent action taken to either reject or correct faulty pieces is recorded in accordance with workplace procedures.
	5.4	Preventative action taken to avoid any recurrence of defective pieces is recorded in accordance with workplace procedures.
	5.5	Job information is recorded in accordance with workplace procedures.
	5.6	Cut work is directed to the next operation in accordance with workplace procedures.
	5.7	Work area is cleaned and prepared for the next job in accordance with workplace procedures.
6	Implement workplace health and safety practices	6.1 Workplace health and safety policies and procedures are followed.
		6.2 Action is taken in accordance with workplace policies and procedures to prevent accidents and to eliminate risks to personal safety.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

Work involves the cutting of fabrics and other materials in preparation for garment assembly.

Work is performed to define procedures/methods either individually or in a team environment.

Worksite environment may include work conducted in a large-scale production or small business situation.

Workplace context:

- work organisation procedures and practices relating to the cutting of fabrics and other materials in preparation for garment assembly
- conditions of service, legislation and industrial agreements including:
- workplace agreements and awards
- standard work practices

Workplace context: (Cont'd)

- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral, written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output, where necessary
- safety, environmental, housekeeping and quality are as specified by machine/equipment manufacturers, regulatory authorities and the enterprise

Occupational health and safety requirements may include:

- personal protective wear and equipment
- safe materials handling
- rest breaks
- ergonomic requirements
- equipment storage requirements
- work area
- equipment maintenance requirements

Sources of information/documents may include:

- work specifications
- patterns
- organisation work procedures
- organisational or external personnel
- customer/s requirements
- quality assurance requirements

Applicable regulations and legislation may include:

- Occupational health and safety legislation relevant to workplace activities
- workers' compensation legislation

Data entry/recording may include:

- keyboard
- manual operations

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to perform simple cut work in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects of Evidence

- Assessment must confirm appropriate knowledge and skills to:
- check work against work specification or pattern and workplace standards
- prepare cutting table and work prior to commencing cutting operations
- apply basic cutting techniques in uncomplicated operations
- apply workplace health and safety policies in work operations
- maintain accurate records

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- relevant OH&S practices, policies and procedures
- cutting processes and equipment required for uncomplicated cutting operations
- characteristics of typical fabrics and other materials used in garment assembly
- quality standards and fabric/garment handling procedures
- safety and environmental aspects of relevant garment assembly processes
- workplace procedures
- reporting procedures

Skills

The ability to:

- interpret work specifications and patterns
- handle, receive and assemble garments
- maintain accurate work records in accordance with procedures
- carry out work in accordance with OH&S policies and procedures
- meet work specifications
- communicate effectively within the workplace
- interpret and apply defined procedures

**(4) Resource Implications**

Access to real or appropriately simulated uncomplicated cutting situations including areas, materials, equipment, and information on work specifications, relevant safety procedures and regulations, quality standards, organisation procedures and customer requirements.

**(5) Method of Assessment**

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency will be assessed under general guidance, checking at various stages of the process and at completion of the activity against performance criteria and specifications.

**(6) Context of Assessment**

Assessment may occur on the job or in an appropriately simulated environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0601A: Press work**

Competency Descriptor:

This unit covers the skills and knowledge required to press work as part of the garment production process in uncomplicated pressing situations involving minimal control over operations.

Competency Field:

Garment Production

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare workstation	1.1	Work area is set up according to workplace ergonomic standards.
		1.2	Machines are cleaned and checked in accordance with workplace procedures.
		1.3	Routine minor maintenance is performed in accordance with workplace procedures.
		1.4	Work is laid out in correct proximity and sequence in accordance with workplace procedures.
2.	Press work	2.1	Work is collected or received and quality checks and any follow-up action assessed in accordance with workplace procedures.
		2.2	Faults, spots and marks are identified and appropriate action taken in accordance with workplace procedures.
		2.3	Appropriate attachments are selected and used in accordance with workplace procedures.
		2.4	Pressing is sequenced in accordance with work specifications and workplace procedures.
		2.5	Work is positioned on machine according to product requirements and workplace procedures.
		2.6	Heat, steam, vacuum, pressure and time are applied in accordance with product requirements, fabric specifications and workplace procedures.
		2.7	Work is pressed to work specifications in accordance with workplace procedures.
		2.8	Equipment and work handling are controlled for variations in work type and construction and pressing requirements in accordance with work specifications and workplace procedures.

- |    |   |     |   |
|----|---|-----|---|
| 3. | Despatch pressed work                           | 3.1 | Pressed work is inspected against workplace pressing standards in accordance with workplace procedure.  |
|    |   | 3.2 | The results of the inspection of work are recorded in accordance with workplace procedures.   |
|    |   | 3.3 | Subsequent action to either reject or correct faulty work is reported and/or recorded in accordance with workplace procedures (records may be written or shown by the attachment of a ticket and reports may be written or verbal). |
|    |   | 3.4 | Preventative action taken to avoid any recurrence of faulty work is recorded in accordance with workplace procedures.   |
|    |   | 3.5 | Pressed work is either passed to the next operation, hung or packed and directed to the required despatch area, despatch storage or packing sections in accordance with workplace procedures.                                       |
| 4. | Implement workplace health and safety practices | 4.1 | Workplace health and safety policies and procedures are followed.   |
|    |   | 4.2 | Action is taken in accordance with workplace policies and procedures to prevent accidents and to eliminate risks to personal safety.  |

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

General context:

- Work involves the pressing of work as part of the garment production process.
- Work is performed to define procedures/methods either individually or in a team environment.

Worksite environment may include:

- Work may be conducted in a large-scale production or small business situation.
- Competence must be demonstrated in uncomplicated pressing operations involving minimal control over operations and where operator skills may contribute to the final appearance and/or finish of the work.
- Positioning may be assisted
- The pressing operations involve uncomplicated handling of the work.

Routine minor maintenance of pressing equipment may include:

- washing out and/or replacing cover and padding
- shaking out rubber mat
- brushing and air blowing wire mesh
- applying sole cleaning compounds to hand irons

Inspection of pressed work may include:

- identification of any garment hang and fabric
- construction faults brought out by pressing against quality standards

Sources of information/documents may include:

- work specifications
- garment or fabric pressing instructions
- organisation work procedures
- organisational or external personnel
- customer/s requirements

Data recording may include:

- keyboard
- manual recording applications

Workplace context may include:

- work organisation procedures and practices relating to the pressing of work
- reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral, written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output, where necessary
- safety, environmental, housekeeping and quality are as specified by machine/equipment manufacturers, regulatory authorities and the enterprise

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to perform press work in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects of Evidence

Assessment must confirm appropriate knowledge and skills to:

- check work against work specification or pressing instructions and workplace standards
- prepare pressing equipment and work prior to commencing pressing operations
- apply pressing techniques in uncomplicated operations
- apply workplace health and safety policies in work operations
- maintain accurate records

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**

Knowledge

Knowledge of:

- relevant OH&S practices, policies and procedures
- pressing procedures and equipment required for uncomplicated pressing operations
- pressing requirements and characteristics of typical fabrics and other materials used in garment assembly
- rudimentary knowledge of fabrics and styles
- quality standards and fabric/garment handling procedures
- safety and environmental aspects of relevant pressing processes
- workplace procedures
- reporting procedures

Skills

The ability to:

- interpret work specifications and pressing instructions
- handle, receive and press garments
- maintain accurate work records in accordance with procedures
- carry out work in accordance with OH&S policies and procedures
- meet work specifications
- communicate effectively within the workplace
- interpret and apply defined procedures
- organising work
- completing tasks
- identifying improvements
- applying safety precautions relevant to the task
- assessing operational capability of specified equipment used and work processes

Recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.

Work systematically with attention to detail without damage to goods, equipment or personnel

**(4) Resource Implications**

Access to real or appropriately simulated uncomplicated pressing situations including areas, materials, equipment, and information on work specifications, relevant safety procedures and regulations, quality standards, organization procedures and customer requirements.

**(5) Method of Assessment**

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency will be assessed under general guidance, checking at various stages of the process and at completion of the activity against performance criteria and specifications

**(6) Context of Assessment**

Assessment may occur on the job or in an appropriately simulated environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0041A: Assemble Garment**

Competency Descriptor:

This unit covers the skills and knowledge required to assemble and fit custom-made or bespoke garments.

Competency Field: Apparel and Sewn Products

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare garment pieces	1.1	Fabric is correctly marked and pieces cut as required.
		1.2	Fabric pieces and linings are pinned or sewn together as required, and appropriately hung in readiness for assembly.
		1.3	First fitting is conducted with the client and necessary changes made, as required.
2.	Assemble garment	2.1	Pieces are sewn together to form the whole garment in accordance with pattern specifications.
		2.2	Garment is pressed in accordance with requirements.
		2.3	Second fitting of garment is assessed with client.
		2.4	Modifications are determined in consultation with the client, where necessary.
3.	Finish garment	3.1	Alterations are undertaken, where relevant.
		3.2	Hand sewing is assessed and trims applied in accordance with design requirements.
		3.3	Garment is finished to meet specifications and appropriate labels attached.
4.	Maintain document	4.1	All relevant paperwork and documentation is prepared in accordance with enterprise procedures.
5.	Conduct final fitting	5.1	Final fitting is conducted to ensure client satisfaction and to confirm correct sizing, look and wearer comfort.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

Workplace context may include

- organisation's procedures and practices relating to assembly and fitting of custom-made or bespoke garments
- standard work practices reporting actions include verbal and written communication in accordance with organisational policies and procedures
- communication may be oral, written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output, where necessary
- safety, environmental, housekeeping and quality as specified by machine/equipment manufacturers and the enterprise

Sources of information/documents may Include:

- work specifications
- design drawings/sketches
- garment construction instructions
- organisation work procedures
- organisational or external personnel
- customer/s requirements

Garment pieces and that assembled to include:

- skirt
- dress (straight, sleeve/sleeveless)
- shirt – long sleeve
- blouse
- pants – female

Worksite environment may include:

- work conducted in a large scale production or small business situation
- degree of complexity will relate to fabrics being used and intricacy of design
- safety procedures and practices when working with sewing equipment
- documentation procedures applicable to the range of paperwork and documentation normally used within the enterprise
- competencies applied under general guidance on progress and outcomes
- knowledge and skills applied to a wide range of tasks and/or roles
- competencies used within routines methods and procedures

Finishing includes:

- trimming and inspecting
- pressing
- folding
- hanging
- tag
- identifying and correcting faults

Documentation include:

- specification sheet
- log sheet

**Assembling include:**

- pockets (patch/inseam)
- waist band
- seams
- cuff
- collar (shirt, convertible)
- fullness control (darts, tucks, pleats, gathers)
- openings and fasteners (zipper, plackets, fly, buttons & button holes, snaps)
- edge finish (facings, hems)

**General context:**

- work involves assembly and fitting of custom-made or bespoke garments
- discretion and judgement may be applied in planning and selecting processes, procedures or outcomes subject to the guidance and direction of a supervisor or given instructions

**EVIDENCE GUIDE**

Competency is to be demonstrated by the ability to operate assemble garment in accordance with the performance criteria and the range of variables listed within the Range Statement.

**(1) Critical Aspects of Evidence**

Assessment must confirm appropriate knowledge and skills to:

- prepare and assemble pieces for garment
- conduct fittings
- communicate effectively and interact with the client
- apply workplace health and safety policies in work operations
- maintain accurate records
- recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- complete work systematically with attention to details without damage to goods, equipment or personnel

**(2) Pre-requisite Relationship of Units**

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- Marking and cutting
- assembly methods
- fabric grains
- how to handle special fabrics during garment construction
  - velvet
  - corduroy
  - stretch fabric
  - plaids
  - one-way-design
  - lace
- safety and environmental aspects of relevant enterprise activities
- workplace procedures and reporting processes
- relevant occupational health and safety issues/precautions

Skills

The ability to:

- perform alterations
- sew and apply trims by hand and machine
- apply all the relevant safety practices when working in the clothing industry
- communicate effectively with individuals, work groups and supervisors
- maintain records and document and transfer information
- interpret and carry out:
  - planning and organising work
  - interpreting design drawings, sketches and specifications
  - completing tasks
  - identifying improvements
  - applying safety precautions relevant to the task

**(4) Resource Implications**

Access to real or appropriately simulated situations involving the assembly and fitting of custom-made or bespoke garments

This includes real or simulated work areas, materials, equipment, and information on work specifications, relevant safety procedures, quality standards, organisation procedures and customer requirements

**(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element.

Assessment activities may also include written or verbal short answer testing, practical exercises, or observation of practical demonstration

**(6) Context of Assessment**

Assessment may occur on the job or in an appropriately simulated environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0322A: Lay up work**

Competency Descriptor:

This unit covers the skills and knowledge required to lay-up work as part of the garment production process in situations involving judgements and decisions regarding the type of fabric and lay.

Competency Field: Apparel and Sewn Products

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare cutting table	<ul style="list-style-type: none"> <li>1.1 Laying-up instructions are appropriately interpreted.</li> <li>1.2 Appropriate cutting table is selected and set up according to workplace ergonomic standards.</li> <li>1.3 Safety features of equipment are checked for correct functioning in accordance with manufacturer's instructions and workplace procedures.</li> <li>1.4 Appropriate marker for the work is selected.</li> <li>1.5 Cutting table is prepared to suit correct lay length in accordance with workplace procedures.</li> </ul>
2. Lay-up fabric	<ul style="list-style-type: none"> <li>2.1 Fabric is collected and checked in accordance with workplace procedures.</li> <li>2.2 Fabric width and quality are checked to laying-up instructions and appropriate action taken in accordance with workplace procedures.</li> <li>2.3 Fabric is laid-up and fabric tension adjusted to match fabric performance in accordance with workplace procedures.</li> <li>2.4 Fabric is checked for faults and required action taken to cut out faults using splicing (overlap joining) or other appropriate techniques in accordance with workplace procedures.</li> <li>2.5 Lay height and position of the fabric are checked and appropriate action taken in accordance with work specifications and workplace procedures.</li> <li>2.6 Marker is placed in accordance with workplace procedures.</li> </ul>

- 3. Implement workplace health and safety practices
  - 3.1 Workplace health and safety policies and procedures are followed.
  - 3.2 Action is taken in accordance with workplace policies and procedures to prevent accidents and to eliminate risks to personal safety.
  - 3.3 Rest breaks are taken in accordance with workplace procedures.
  - 3.4 Workstation is arranged in accordance with occupational health and safety including ergonomic requirements.
  - 3.5 Personal protective wear and equipment are used in accordance with workplace procedures.
  - 3.6 Safe materials handling practices are correctly followed in accordance with workplace procedures.
  - 3.7 Marked walkways are followed in workplace.
  - 3.8 Equipment is stored when not in use in accordance with workplace procedures.
  - 3.9 Workstation is kept clean and free of obstacles at all times in accordance with workplace procedures.
  - 3.10 Floor and workstation are kept clear of remnants, threads, lint, dust and rubbish in accordance with workplace procedures.
  - 3.11 Equipment is cleaned in accordance with workplace procedures and manufacturer's instructions.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

General context:

- Work involves the laying-up of work as part of the garment production process
- Limited discretion, initiative and judgement must be demonstrated on the job in own Work, either individually or in a team environment
- Work involves the laying-up of work as part of the garment production process
- Limited discretion, initiative and judgement must be demonstrated on the job in own work, either individually or in a team environment
- Work may be conducted in a large scale production or small business situation
- competence must be demonstrated in laying-up operations involving non-critical judgements and decisions regarding the fabric and the lay
- Data recording may include keyboard manual recording applications

Workplace context may include:

- Work organisation procedures and practices relating to the laying-up of work.
- Standard work practices.
- Reporting actions include verbal and written communication in accordance with organisational policies and procedures.
- Communication may be oral, written and can include simple data.
- Being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output, where necessary.
- Safety, environmental, housekeeping and quality are as specified.

Sources of information/documents may include:

- work specifications
- laying-up instructions
- organisation work procedures
- organisational or external personnel
- customer/s requirements

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to lay up work in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects of Evidence

Assessment must confirm appropriate knowledge and skills to:

- check work against work specification or laying-up instructions and workplace standards
- prepare equipment and work prior to commencing laying-up operations
- apply laying-up techniques that involve non-critical judgements and decisions regarding the fabric and the lay
- apply workplace health and safety policies in work operations
- maintain accurate records

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- relevant OH&S practices, policies and procedures
- laying-up operations involving non-critical judgements and decisions regarding the fabric and lay
- laying requirements and characteristics of typical fabrics and other materials used in garment assembly
- fabrics and styles
- quality standards and fabric/garment handling procedures
- safety and environmental aspects of relevant pressing processes
- workplace procedures
- reporting procedures

#### Skills

The ability to:

- interpret work specifications and pressing instructions
- handle, receive and lay-up garments
- maintain accurate work records in accordance with procedures
- rectify redeemable faults
- carry out work in accordance with OH&S policies and procedures
- meet work specifications
- communicate effectively within the workplace
- interpret and apply defined procedures

**(4) Resource Implications**

Access to real or appropriately simulated laying-up situations involving non-critical judgements and decisions regarding the type of fabric and lay; including areas, materials, equipment, and information on work specifications, relevant safety procedures and regulations, quality standards, organisation procedures and customer requirements.

**(5) Method of Assessment**

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency will be assessed under general guidance, checking at various stages of the process and at completion of the activity against performance criteria and specifications

**(6) Context of Assessment**

Assessment may occur on the job or in an appropriately simulated environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0172A: Cut work**

Competency Descriptor:

This unit covers the skills and knowledge required to cut work in preparation for garment assembly in situations involving uncomplicated, non-critical cutting.

Competency Field:

Garment Production

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare work area	1.1	Work area and seating are set up according to workplace ergonomic standards.
		1.2	Cutting equipment is cleaned, checked and basic servicing assessed in accordance with manufacturer's instructions.
		1.3	Materials are collected and laid out in correct proximity and sequence in accordance with workplace procedures.
2.	Set up and service cutting equipment	2.1	Cutting table and equipment are set up and adjusted in accordance with workplace procedures and the specifications for the work.
		2.2	Machine oil and blades are checked and machine faults are identified and reported or rectified, in accordance with workplace procedures and manufacturer's instructions.
3.	Cut work	3.1	Marker and lay alignment are checked and appropriate action taken in accordance with workplace procedures and the specifications for the work.
		3.2	Lay is cut using the cutting machine in accordance with the workplace procedures and requirements for operations.
		3.3	Cut work is inspected against the work specification and any identified faults rectified and/or reported in accordance with workplace procedures.
4.	Identify poor cutting equipment performance	4.1	The performance of the cutting equipment is regularly checked for signs of faulty operation, including evidence from the inspection of cut pieces, and any required action is taken in accordance with workplace requirements.

- 5. Despatch cut work
  - 5.1 Cut work is inspected; any faults identified, and appropriate action taken in accordance with workplace procedures to ensure the cut pieces meet the required quality standards.
  - 5.2 The results of the inspection of finished pieces are recorded in accordance with workplace procedures.
  - 5.3 Subsequent action taken to either reject or correct faulty pieces is recorded in accordance with workplace procedures.
  - 5.4 Preventative action taken to avoid any recurrence of defective pieces is recorded in accordance with workplace procedures.
  - 5.5 Job information is recorded in accordance with workplace procedures.
  - 5.6 Cutwork is directed to the next operation in accordance with workplace procedures.
  - 5.7 Work area is cleaned and prepared for the next job in accordance with workplace procedures.
- 6. Implement workplace health and safety practices
  - 6.1 Workplace health and safety policies and procedures are followed.
  - 6.2 Action is taken in accordance with workplace policies and procedures to prevent accidents and to eliminate risks to personal safety.
  - 6.3 Action taken promptly, accidents and incidents reported in accordance with statutory requirements and enterprise procedures.
  - 6.4 Work completed systematically with attention to detail without damage to goods, equipment or personnel.

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

### General context:

- work involves the cutting of fabrics and other materials in preparation for garment assembly
- discretion, initiative and judgement must be demonstrated on the job in own work, either individually or in a team environment
- work is assessed in accordance with manual handling procedures and relevant safety procedures

### Worksite environment may include:

- a large scale production or small business situation
- uncomplicated operations involving non-critical cutting by free hand or the use of cutting equipment

### Sources of information/documents may include:

- work specifications
- patterns
- organisation work procedures
- organisational or external personnel
- quality and Australian standards and procedures
- customer/s requirements

### Data recording may include:

- keyboard
- manual recording applications

### Action taken to prevent accidents and to eliminate risks include:

- Workstation arranged in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment stored when not in use in accordance with workplace procedures
- workstation kept clean and free of obstacles at all times in accordance with workplace procedures
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish in accordance with workplace procedures
- equipment cleaned in accordance with workplace procedures and manufacturer's instructions

### Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed in accordance with workplace procedures
- rest breaks are taken in accordance with workplace procedures

Workplace context may include:

- Work organisation procedures and practices relating to the cutting of fabrics and other materials in preparation for garment assembly
- Standard work practices
- Reporting actions include verbal and written communication in accordance with organisational policies and procedures
- Communication may be oral, written and can include simple data
- Being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output, where necessary
- Safety, environmental, housekeeping and quality are as specified by machine/equipment manufacturers and the enterprise

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to cut work in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects of Evidence

Assessment must confirm appropriate knowledge and skills to:

- check work against work specification or pattern and workplace standards
- prepare cutting table and work prior to commencing cutting operations
- apply basic cutting techniques in uncomplicated operations
- apply workplace health and safety policies in work operations
- maintain accurate records

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

Knowledge  
Knowledge of:

- relevant OH&S codes of practice, policies and procedures
- cutting processes and equipment required for uncomplicated cutting operations
- characteristics of typical fabrics and other materials used in garment assembly
- quality standards and fabric/garment handling procedures
- safety and environmental aspects of relevant garment assembly processes
- workplace procedures
- reporting procedures

## **Underpinning Knowledge and Skills (Cont'd)**

### Skills

The ability to:

- interpret work specifications and patterns
- handle, receive and assemble garments
- maintain accurate work records in accordance with procedures
- carry out work in accordance with OH&S policies and procedures
- meet work specifications
- communicate effectively within the workplace
- recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- interpret and apply defined procedures to:
  - organising work
  - completing tasks
  - Identifying improvements
  - applying safety precautions relevant to the task
- Show evidence of application of relevant workplace procedures including:
  - hazard policies and procedures
  - job procedures and work instructions
  - quality procedures (where exist)
  - waste, pollution and recycling management processes

### **(4) Resource Implications**

- Access to real or appropriately simulated uncomplicated cutting situations including areas, materials, equipment, and information on work specifications, relevant safety procedures and regulations, quality standards, organisation procedures and customer requirements.

### **(5) Method of Assessment**

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

### **(6) Context of Assessment**

Evidence is best gathered using the products, processes and procedures of an individual workplace context.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0762A: Produce embroidered products**

Competency Descriptor:

This unit relates to the skills and knowledge required to create artwork for and produce embroidered product.

Competency Field:

Apparel and Sewn Products

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare work station	1.1	Work area is set up according to workplace ergonomic standards.
		1.2	Components are laid out in correct proximity and sequence in accordance with workplace procedures.
2.	Create art work for embroidery activity	2.1	Task to be performed is evaluated and relevant tools and supplies needed correctly determined and selected.
		2.2	Where artwork is in response to customer request, such request is correctly interpreted.
		2.3	Artwork design demonstrates creativity/the ability to follow instruction.
		2.4	Artwork produced is reflective of the intended medium and method of application.
		2.5	Artwork is correctly transferred to material to be embroidered.
3.	Prepare for embroidery activity	3.1	All relevant supplies and tools determined and made ready for use.
		3.2	Check is made to ensure that instructions are correctly interpreted.
4.	Perform embroidery	4.1	Checks are made to ensure that all required supplies are available.
		4.2	Method selected is consistent with given instructions/suitable for materials to be used.
		4.3	Fabric is correctly prepared for embroidery exercise.
		4.4	Work pieces are handled correctly.
		4.5	Items embroidered are free of damages.
		4.6	Work area is kept clean and organised during and after work activities.

- |    |                 |     |  |
|----|-----------------|-----|--|
| 5. | Finish products | 5.1 | Products are inspected and all faults identified.                        |
|    |                 | 5.2 | Items are correctly prepared for packaging.                              |
|    |                 | 5.3 | Packaging method used is consistent with given instructions or practices |
|    |                 | 5.4 | Items are neatly packaged  |
|    |                 | 5.5 | All relevant records are correctly completed                             |

## **RANGE STATEMENTS**

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

Embroidery work include:

- cutwork
- meshing
- cording
- padding

Supplies to include:

- crotchet cotton
- hoops
- thread
- fabric
- tracing paper
- marking implements
- scissors

Products include:

- clothes
- household articles (table cloth, runners, curtains, towel, pillowcases)
- fabric pieces

Preparation for packaging include:

- trimming
- cutting
- pressing
- folding

Production methods to include:

- industrial/domestic machine
- computerized machines
- manual

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce embroidered products in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects and Evidence

Assessment must confirm the ability to:

- create art work for embroidery
- transfer art design to material to be embroidered
- prepare material for embroidery
- perform cutwork embroidery
- produce meshing embroidery
- perform padding embroidery
- perform cording embroidery

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- fabric that are suitable for embroidery work
- principles and procedures in producing art work for embroidery activities
- transferring art work to fabric/item for embroidery
- safety precautions and procedures for using embroidery tools
- principles and procedures for
  - cutwork
  - meshing
  - cording
  - padding
- collaborating with other workers and supervisor
- basic problem solving skills in relation to own work or in dealing with others
- basic questioning and active listening skills
- literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing production documents and reports
- basic numeracy skills in relation to the four operations, ratios, percentages and graphs as may be applicable to a production environment

#### Skill

The ability to apply:

- prepare reports using words, numbers, graphs
- create art work for embroidery
- transfer art design to material to be embroidered
- prepare material for embroidery
- perform cutwork embroidery
- produce meshing embroidery
- perform padding embroidery
- perform cording embroidery

**(4) Resource Implications**

Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.

Where assessment is conducted in a simulated or non-workplace environment then access to the necessary tools and supplies should be provided.

**(5) Method of Assessment**

Evidence of competency in this unit may be assessed in one exercise in order to gather evidence of performance over the range of variables listed in the Range Statement. This will include contexts applicable to the work environment, such as actual or sample embroidery production.

**(6) Context of Assessment**

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities within a given enterprise or simulated environment.

Observation of processes and procedures, oral and/or written questions on underpinning knowledge and skills and consideration of required attitudes.

Where performance is not directly observed and/or is required to be demonstrated over a period of time, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

Review of any embroidered items produced by the candidate.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0752A: Produce printed products**

Competency Descriptor:

This unit relates to the skills and knowledge required to create art design for and produce printed products.

Competency Field: Apparel and sewn Products

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare work station	1.1	Work area is set up according to workplace ergonomic standards.
		1.2	Components are laid out in correct proximity and sequence in accordance with workplace procedures.
2.	Create art work	2.1	Task to be performed is evaluated and relevant tools and supplies needed correctly determined and selected.
		2.2	Where artwork is in response to customer request, such request is correctly interpreted.
		2.3	Artwork design demonstrates creativity/the ability to follow instruction.
		2.4	Artwork produced is reflective of the intended medium and method of application.
		2.5	Artwork is made ready for use.
3.	Prepare for print application	3.1	All relevant supplies and equipment/tools determined and made ready for use.
		3.2	Relevant safety gears procured and engaged.
4.	Perform print operations	4.1	Checks are made to ensure that all required supplies are available.
		4.2	Printing method selected is consistent with given instructions/suitable for medium to be used.
		4.3	Items to be printed are prepared for printing exercise
		4.4	Work pieces are handled correctly.
		4.5	Items printed are free of spoilage.
		4.6	Work area is kept clean and organised during and after printing operations.

- |    |                 |     |  |
|----|-----------------|-----|--|
| 5. | Finish products | 5.1 | Products are inspected and all faults identified.                        |
|    |                 | 5.2 | Items are correctly prepared for packaging.                              |
|    |                 | 5.3 | Packaging method used is consistent with given instructions or practices |
|    |                 | 5.4 | Items are neatly packaged  |
|    |                 | 5.5 | All relevant records are correctly completed                             |

## RANGE STATEMENT

The Range Statement provides details of the scope of the Elements and Performance Criteria to allow for differences in the practice of youth work including knowledge and situational requirements. The Range Statement also provides a focus for assessment and relates to the unit as a whole.

### Supplies include:

- fabric
- brushes
- wax
- fabric dyes
- paints
- stay sharp
- stencil knife
- tracing paper
- grease paper

### Art work include:

- tie & dye
- batik
- stencilling
- appliqué
- block printing
- screen printing
- embroidery
- dying

### Products include:

- clothes
- household articles (table cloth, runners, curtains, towel, pillowcases)
- fabric pieces

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce printed products using various art forms in accordance with the performance criteria and the range of variables listed within the Range Statement.

### (1) Critical Aspects of Evidence

Assessment must confirm the ability to:

- create art work for batik, block and screen printing
- prepare material for print application
- perform tie& dye application
- produce batik work
- perform block printing
- perform screen printing

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- fabric dyes and their properties
- principles and procedures in producing art work for
  - batik
  - stencilling
  - appliqué
  - block printing
  - screen printing
  - embroidery
- types of fabric and their suitability for various printing methods
- safety precautions and procedures for preparing and using fabric dyes
- collaborating with other workers and supervisor
- basic problem solving skills in relation to own work or in dealing with others
- basic questioning and active listening skills
- literacy and communication skills in relation to analysis, evaluation and presentation of information including preparing production documents and reports
- basic numeracy skills in relation to the four operations, ratios, percentages and graphs as may be applicable to a production environment.

**Underpinning Knowledge and Skills (Cont'd)****Skill**

The ability to apply:

- prepare reports using words, numbers, graphs
- create art work for batik, block and screen printing
- prepare material for print application
- perform tie& dye application
- produce batik work
- perform block printing
- perform screen printing

**(4) Resource Implications**

Where assessment is conducted within the workplace there are no resource implications above those normally available in the workplace.

Where assessment is conducted in a simulated or non-workplace environment then access to the necessary tools and supplies should be provided.

**(5) Method of Assessment**

Evidence of competency in this unit may be assessed in one exercise in order to gather evidence of performance over the range of variables listed in the Range Statement. This will include contexts applicable to the work environment, such as actual or sample print production.

**(6) Context of Assessment**

Evidence will be determined by selection from the Range Statement, justified in terms of work requirements, work roles and responsibilities within a given enterprise or simulated environment.

Observation of processes and procedures, oral and/or written questions on underpinning knowledge and skills and consideration of required attitudes.

Where performance is not directly observed and/or is required to be demonstrated over a period of time, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons.

Review of any items produced by the candidate related to the production of printed products.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAFAD0043A: Create design prototypes**

Competency Descriptor:

This unit includes the skills and knowledge applied to creatively draft, develop or adapt design prototypes.

Competency Field:

Fashion Designing

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Draft and test basic slopers (flat pattern)	1.1	The correct drafting tools are selected.
	1.2	Measurements taken are comprehensive, accurate and properly recorded.
	1.3	An appropriately durable material is selected for drafting sloper.
	1.4	Squaring and truing lines and crossing intersections are done neatly and accurately.
	1.5	Measurements are accurately and correctly transferred in the setting out of dimensions for sloper.
	1.6	Slopers are accurately transferred to a suitable sample material.
	1.7	Sample pieces are assembled for fitting.
	1.8	Sample is fitted for assessment.
	1.9	Areas of improper fit are adjusted.
	1.10	Adjustments are faithfully transferred to the sloper.
	1.11	Sloper is altered accordingly to perfection.
2. Develop design by draping	2.1	Tools and materials selected for activity are appropriate.
	2.2	Measurements applied to fabric are according to given specifications sequence.
	2.3	Draping process is carried out with due care.
	2.4	Markings made capture all critical details of the dress form and the particular design.

- |    |  |   |   |
|----|--|---|---|
|    | 2.5                                      | Pinned fabric pieces are carefully removed from the dress form and all details faithfully transferred to the drafting medium. |   |
|    | 2.6                                      | Squaring and truing lines and crossing intersections are done neatly and accurately.  |   |
| 3. | Adapt basic slopers to particular design | 3.1   | Appropriate drafting techniques are employed to capture the specified design features and specifications.                 |
|    |  | 3.2   | Seam allowance added to pattern is determined by considering the fabric type and the method of garment construction.      |
|    |  | 3.3   | All necessary symbols, print or identifying perforations are added in the appropriate locations in finishing the pattern. |
|    |  | 3.4   | All lines are refined, blended, straightened and smoothed, if necessary.  |
|    |  | 3.5   | The attributes of the pattern produced are consistent with general block characteristics.                                 |

## RANGE STATEMENT

The Range Statement provides a focus for assessment and relates to the unit as a whole.

Slopers to include:

- bodice - back and front
- sleeve
- skirt
- pants
- dress
- jackets

Drafting techniques:

- pivoting
- slashing
- lapping/spreading

Attributes include:

- seam lines
- measurement
- dart placement balance

Drafting medium:

- plastic sheet
- aluminium
- sheets tracing paper
- corrugated board

Measurements include:

- on standard model form
- actual body measurements

Mode of adapting:

- manually
- computerized means

## Tools and equipment include:

- awl
- compass
- designer's neckline curve
- french curve
- hip curve ruler
- L-square
- notcher
- oak tag
- pins
- push pins
- ruler
- scissors
- tailor's chalk
- tape-measure
- tracing wheel
- yardstick
- Scissors
- dress form (mannequin)

## Materials/supplies may include:

- Tracing paper
- muslin
- pencils
- aluminium
- cardboard
- hard plastic
- fine vilene
- unbleached cottons

## Details include:

- dart placement
- arm scye
- seams
- tucks
- pleats
- gathers

## Testing context:

- Standard model form
- live models

## Specification/styles:

- **Sleeves** (peasant; bell, Juliet; puff; kimono with gusset; dolman; raglan; saddle sleeve, tailored),
- **Dresses** (princess, blouson, shirtwaist, tailored, drop waist)
- **Skirts** (flared, pleated, gathered, tailored),
- **Pants-ladies** (straight, tapered, palazzo, harem, gaunches, knickers, culottes); **men** (plain tops and plain bottoms, plain tops and cuff, pleated waist and waistband with plain bottoms, pleated tops and waistband with cuff)
- **Jackets - ladies**(channel, bolero, single-breasted-lined, single breasted-half lined, double breasted-lined, double breasted-half lined); **men** (single breasted blazer, double breasted blazer, double breasted reefer, single breasted dinner, double breasted dinner), lined, unlined - single breasted, double breasted

## Fitting faults include:

- tightness
- dragging
- wrinkles or folds
- dart
- placement
- bust point

## Sample materials:

- Including muslin
- calico

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to create design prototypes in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

The demonstrated ability to:

- select drafting tools and material
- take body measurements
- apply measurements to fabric
- transfer details to drafting medium
- set out dimensions for sloper on selected material
- outline sloper
- make sample garment using sloper outline
- fit and assess sample
- alter sloper
- drape, mark and pin modelling fabric
- outline design
- use pivoting to capture design features and specifications
- use slashing to capture design features and specifications
- use lapping/spreading to capture design features and specifications
- add seam allowance to pattern
- add symbol, print and identifying perforations to pattern
- smooth and straighten pattern lines
- explain techniques of block pattern construction
- explain the significance of gender, age and body shape differences on block development
- explain fabric types, properties and behaviour

### (2) Pre-requisite Relationship of Units

Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- significance of gender, age and body shape differences on block development
- seam types
- effects of garment silhouette requirements on block development
- types, placement and meaning of pattern markings
- techniques of block pattern construction
- methods of interpreting sizing surveys and information
- fabric types, properties and behaviour
- methods of garment construction

Skills

The ability to:

- select drafting tools and material
- take body measurements
- set out dimensions for sloper on selected material
- outline sloper
- make sample garment using sloper outline
- fit and assess sample
- alter sloper
- apply measurements to fabric
- drape, mark and pin modelling fabric
- transfer details to drafting medium
- outline design
- use pivoting to capture design features and specifications
- use slashing to capture design features and specifications
- use lapping/spreading to capture design features and specifications
- add seam allowance to pattern
- add symbol, print and identifying perforations to pattern
- smooth and straighten pattern lines

**(4) Resource Implications**

Resources provided in a simulated work environment must be consistent with the range statement, adequate and appropriate for the demonstration of competence in this unit. Resources should be consistent with normal operations in an actual workplace context.

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element of in this unit of competency.

Competency contains both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal testing, practical exercises, project work or observation of practical demonstration.

**(6) Context of Assessment**

Evidence is best gathered using the processes and procedures of an individual workplace context. In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations consistent with the range of variables set out in the Range Statement.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## ATAFAD0053A: Evaluate Design prototypes

Competency Descriptor:

This unit includes the skills and knowledge required to assess, modify and grade patterns and also to determine cost of production.

Competency Field: Fashion Designing

### ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Assess and modify sample/prototype	1.1	Sample attributes are properly and completely assessed.
	1.2	Any adjustment to be made is clearly communicated to the sample maker.
	1.3	All final specifications are agreed upon and all construction details made clear.
	1.4	Consultation with all appropriate interests takes place and all critical considerations are thoroughly investigated.
	1.5	Samples are modified until they are approved.
2. Grade pattern	2.1	Approved design including details of required sizes is thoroughly understood.
	2.2	The correct grading tools and materials are selected.
	2.3	Grades are properly computed and verified before being applied.
	2.4	Accurate grading is carried out according to prescribed procedures.
	2.5	Appropriate methods are used to detect errors.
3. Cost garment	3.1	Pre-costing stage is executed promptly and completely.
	3.2	The required amount of trim and trimmings used in the sample garment is accurately determined.
	3.3	Considerations associated with the production process are accurately assessed.
	3.4	The direct labour input cost is carefully analysed and determined.

- 3.5 All other input costs are properly considered in arriving at a final cost.
- 3.6 Decisions regarding design feasibility are taken promptly.

## RANGE STATEMENT

The Range Statement provides a focus for assessment and relates to the unit as a whole.

Critical sample attributes include:

- colour
- style
- size
- fit

Grading method include:

- manual
- semi-manual
- computerised means

Considerations include:

- costs
- availability of materials
- profit potential
- technology
- time
- fashion details
- changes in process
- weight and handling characteristics of fabric, seam and stitch types
- intended end purpose

Grading techniques include:

- Nest or stack grading
- mark and cut
- vector grading

Other input costs may include:

- Material
- manufacturing overhead
- factory
- cost
- general and administrative
- wet processing
- chemicals
- packaging materials
- advertising labels
- contracted operations
- profit margin

Trim and trimmings include:

- buttons
- rivets
- fasteners
- binding
- tape
- lace
- thread
- lining

Interests include:

- designers
- large garment retailers
- individuals
- sales
- personnel

Assessment techniques include:

- fitting on mannequin
- on a live model
- on actual customer
- checking patterns (if necessary)

Construction details include:

- thread
- stitches per inch,
- seam type
- care label

Grade verification include:

- computations
- use of established grading charts
- measurement

Method of assessing labour cost may include:

- Manual(time and motion studies)
- computerised means

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to evaluate design prototypes in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

The demonstrated ability to:

- identify adjustments to be made
- interpret grading requirements
- grade patterns manually
- grade patterns by computerised means
- determine direct labour input cost
- determine final cost

Explain the following:

- factors affecting design decisions
- consumer types and needs
- grading rules and their application
- incremental grade rules and their application
- types, placement and meaning of pattern markings

**(2) Pre-requisite Relationship of Units**

Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- fashion cycle
- factors affecting design decisions
- methods of garment construction
- consumer types and needs
- fashion and style variations
- systems of grading(manual and computerised)
- grading rules and their application
- construction and properties of materials and components
- methods of garment construction
- incremental grade rules and their application
- types, placement and meaning of pattern markings
- importance of costing
- stages of the costing activity
- impact of cost on design decisions
- effect of cost on design feasibility
- importance of costing

Skills

The ability to:

- identify adjustments to be made
- provide and direct sewing instructions
- interpret grading requirements
- select grading tools and materials
- compute and verify grades
- grade patterns manually
- grade patterns by computerised means
- check for errors
- collect information for pre-costing stage
- determine required trim and trimmings
- assess production process considerations
- determine direct labour input cost
- determine final cost

**(4) Resource Implications**

Resources provided in a simulated work environment must be consistent with the range statement, adequate and appropriate for the demonstration of competence in this unit. Resources should be consistent with normal operations where assessment takes place in an actual workplace context.

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element of in this unit of competency.

Competency contains both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal testing, practical exercises, project work or observation of practical demonstration.

**(6) Context of Assessment**

Evidence is best gathered using the processes and procedures of an individual workplace context. In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of situations consistent with the range of variables set out in the Range Statement.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAFAD0073A: Select and source supplies**

## Competency Descriptor:

This unit includes the skills and knowledge required to correctly select materials and accessories for fashion design development and to make appropriate arrangement for the procurement of such.

Competency Field: Fashion Designing

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Select fashion design fabric and accessories	1.1	Outer layer has adequate pliability for shaping and sufficient body for shape retention.
	1.2	The use of pattern guide sheets demonstrates the ability to read and interpret information therein.
	1.3	Weight of outer fabric selected is appropriate for purpose of garment and is compatible with the interfacing and lining.
	1.4	Selection of interfacing fabric is pliable enough to give during manipulation in the tailoring process, yet resilient enough to maintain its shape in wear.
	1.5	Selection of lining fabric is pliable, smooth, lustrous and comfortable to wear.
	1.6	Trimmings selected are compatible with the natural or synthetic fibre composition of the fabric in question.
	1.7	The choice of fabric(s) and trimmings takes into account relevant impacting factors.
2. Procure fabrics, tailoring materials, trimmings and other accessories	2.1	The selection of supplier(s) reflects consideration of cost and the intended use of supplies.
	2.2	Quantities ordered are correctly calculated based on given details and specifications.
	2.3	Effective strategies are used in an effort to verify the reputation and dependability of suppliers.
	2.4	Relevant purchase orders or requisitions are correctly prepared. In which fabric quality/type and quantities are clearly stated.

- 2.5 Selected supplier(s) are able to consistently provide these to the expected quality and quantity, as well as provide the service at a reasonable price.
- 2.6 For specialty fabrics, enough is purchased to make allowance for special demands.

## RANGE STATEMENT

The Range Statement provides a focus for assessment and relates to the unit as a whole.

Impacting factors include:

- Design elements such as line, contour, light, tone, contrast, volume, mass, form, structure, space, balance, direction, movement, dimension, scale, proportion, texture, pattern, perspective, composition, projection
- cost considerations
- characteristics of intended market
- pliability for shaping

Specification requirements:

- Technical
- client requirements
- financial

Strategies used in verifying suppliers may include:

- referred leads
- information posted on the web
- previous experience

Supplier(s) may include:

- local suppliers
- overseas suppliers

**EVIDENCE GUIDE**

Competency is to be demonstrated by the ability to select and source fabric and accessories for fashion designs in accordance with the performance criteria and the range listed within the range of variables statement.

**(1) Critical Aspects of Evidence**

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

The demonstrated ability to:

- identify and prioritise tasks
- use pattern guide sheets
- select trimmings that are compatible with the fibre composition of a given fabric
- select lining fabric
- screen and select supplier
- calculate quantities of fabric and accessories
- prepare purchase orders or requisitions

**(2) Pre-requisite Relationship of Units**

Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the use of pattern guide sheets
- what does “fabrics’ pliability for shaping and body for shape retention” mean
- how to determine appropriate pliability of fabric
- what to look for in determining fabric suitability for shape retention
- how to determine fabrics compatible with the interfacing and lining
- the selection of interfacing fabric
- the meaning of fabric resilience
- the interpretation of design elements such as line, contour, light, tone, contrast, volume, mass, form, structure, space, balance,
- direction, movement, dimension, scale, proportion, texture, pattern, perspective, composition, and projection in fabric and accessory selection

Skills

The ability to:

- identify and prioritise tasks
- use pattern guide sheets
- select trimmings that are compatible with the fibre composition of a given fabric
- select fabric
- screen and select supplier
- calculate quantities of fabric and accessories
- prepare purchase orders or requisitions

**(4) Resource Implications**

Resources provided in a simulated work environment must be adequate and appropriate for the demonstration of competence in this unit. Where actual workplace context obtains resources should be consistent with the normal operations of such.

**(5) Method of Assessment**

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**(6) Context of Assessment**

Evidence is best gathered using the processes and procedures of an individual workplace context. In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ATAGAR0413A: Measure, lay-up and cut custom made garments**

Competency Descriptor:

This unit covers the skills and knowledge required to required to perform cutting to order for one off single lays within the clothing industry.

Competency Field: Garment Production

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Measure and interpret garment dimensions	1.1	Client measurements are obtained.
		1.2	Garment measurements are interpreted to suit special needs of client, where required.
2.	Determine/confirm design and pattern requirements	2.1	Garment design (and preferred material/fabric) is discussed and agreed with client, where necessary.
		2.2	Special needs of the client are incorporated into the design, where required.
		2.3	Design is chalked into the pattern or the pattern is selected/modified to meet the requirements.
3.	Lay-up and cut material	3.1	Material is checked for quality, faults, width, selvedge's, dye lot and marking requirements.
		3.2	Material is laid-up and alignment is checked to ensure conformance to specifications.
		3.3	Material is cut to meet design requirements and measurements of the pattern.
4.	Maintain documentation	4.1	All relevant paperwork and documentation is prepared in accordance with enterprise procedures.

## RANGE STATEMENT

General context:

- Work involves measuring, laying-up and cutting custom-made garments.
- Discretion and judgement may be required, for both self and others, in planning and selecting processes, procedures or outcomes.

Worksite environment may include:

- work may be conducted in a large-scale production or small business situation
- degree of complexity will relate to fabrics being used and intricacy of design
- interpreting measurements into a pattern relates to special individual requirements, such as posture, shape, etc.
- laying-up tasks may be associated with laying-up operations where size, shape and cost of fabric is significant
- measuring, cutting and pattern selection or alteration may be combined in made to measure specialist order cutting
- safety procedures and practices when working with cutting equipment are as specified by manufacturers, and the enterprise
- documentation procedures apply to the range of paperwork and documentation normally used within the enterprise
- the competencies are applied under general guidance on progress and outcomes
- knowledge and skills are applied to a wide range of tasks and/or roles
- the competencies are used within routines, methods and procedures

Reporting actions include verbal and written communication in accordance with organisational policies and procedures

- communication may be oral, written or visual and can include simple data
- being responsible for the maintenance of own work quality and being required to contribute to the quality improvement of team or section output, where necessary
- safety, environmental, housekeeping and quality are as specified by machine/equipment manufacturers, and the enterprise

Sources of information/documents may include:

- work specifications
- design drawings/sketches
- organisation work procedures
- organisational or external personnel
- customer/s requirements

Workplace context may include:

- work organisation procedures and practices relating to measuring, laying-up and cutting custom-made garments

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Assessment must confirm appropriate knowledge and skills to:

- obtain accurate measurements from client
- ensure design is suitable for client
- communicate effectively and interacting with the client in the presentation of ideas and designs
- laying-up and aligning material with pattern
- cutting material
- apply workplace health and safety policies in work operations
- maintain accurate records

### (2) Pre-requisite Relationship of Units

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- garment construction
- assembly methods
- fabric properties such as: weight, shrinkage, pile, grain and pattern shapes
- the importance of the selvedge and bias of fabrics and their characteristics
- safety and environmental aspects of relevant enterprise activities
- workplace procedures
- reporting processes
- relevant OH&S practices

#### Skills

The ability to:

- use appropriate techniques for laying-up and cutting operations
- apply all the relevant safety practices when working in the clothing industry
- communicate effectively with clients, individuals, work groups and supervisors
- maintain records
- document and transfer information
- interpret and carry out established procedures
- plan and organise work
- interpret design drawings, sketches and specifications
- complete tasks
- identify improvements
- apply safety precautions relevant to the task
- recognise and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- work systematically with attention to details without damage to goods, equipment or personnel

**(4) Resource Implications**

Access to real or appropriately simulated situations involving measuring, laying-up and cutting custom-made garments.

This includes real or simulated work areas, materials, equipment, and information on work specifications, relevant safety procedures and regulations, quality standards, organisation procedures and customer requirements.

**(5) Method of Assessment**

Competency should be assessed through direct observation and questions related to underpinning knowledge.

Competency will be assessed under general guidance, checking at various stages of the process and at completion of the activity against performance criteria and specifications.

**(6) Context of Assessment**

Assessment may occur on the job or in an appropriately simulated environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Level 1.	Level 2.	Level 3.
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Plan and organise activities	Level 2	
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Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



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