**NZQA**

**Approved**

Achievement standard: 91345 Version 3

Standard title: Implement advanced procedures using textile materials to make a specified product with special features

Level: 2

Credits: 6

Resource title: Designer competition

Resource reference: Construction and Mechanical Technologies VP-2.21 v2

Vocational pathway: Manufacturing and Technology

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| Date version published | February 2015 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91345-02-8226 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

Achievement standard: 91345

Standard title: Implement advanced procedures using textiles materials to make a specified product with special features

Level: 2

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Resource reference: Construction and Mechanical Technologies VP-2.21 v2

Vocational pathway: Manufacturing and Technology

Learner instructions

# Introduction

This assessment activity requires you to implement advanced procedures using textile materials to make a garment with at least two special features for a national designer competition.

You are going to be assessed on how efficiently you implement advanced procedures using textile materials to make a garment with special features for a national designer competition. You need to show that you can select and schedule techniques to achieve special features, and apply techniques and testing procedures that comply with relevant safety regulations to make the garment, with independence, accuracy and efficiency.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions, and modify them if necessary to suit their learners.

# Task

Make a garment with special features to present at a national designer competition.

Your garment must include at least two special features, and must meet the specifications.

## Before starting

Special features are features that require the use of advanced skills. They include (but are not limited to):

* style features, such as set in sleeves, fly front, tailored collars and cuffs, welt pockets
* decorative features such as pin tucking, embroidery, and shirring
* structural features, such as 3D felting and combining different fibres in felting and different materials, for example nuno felting.

Read the specifications provided to you, and if necessary, talk to your assessor/educator to ensure you understand them. Alternatively, devise your own and check with your assessor/educator that the specifications for your product and the materials you intend using are suitable (this is to ensure you have access to all grades of achievement, and you are not trying to make a product that is either too simple or too difficult for Level 2).

Ensure that you do the following**:**

* plan what techniques you need to undertake to achieve your special features and the order (schedule) in which you will do them. The pattern you work with may include instructions that outline one method; however there may be other ways that ensure a better quality outcome
* make sure you know how to apply these techniques so that you comply with health and safety regulations within your work place
* select your materials and practise the techniques you will use until you can apply them efficiently and confidently
* make sure you are familiar with the testing required to monitor special feature construction, and to ensure your final product meets your specifications
* decide how you will keep evidence of what you did, how it worked, and how you addressed any problems. For example this might include making notes on your schedule to show the results of the tests you carried out, and taking photographs to show the process you followed.

## Making the garment

Now you are ready to go! Make your garment to meet your specifications, following your schedule.

Your assessor/educator will need to see evidence of the accuracy of your completed garment, and how the tests you carried out ensure your garment meets your specifications.

Your assessor/educator will judge how independently you worked as you carried out your techniques and tests, how well you made use of your time and materials, and the effort you put in.

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to efficiently implement advanced procedures using textile materials to make a garment with two special features for a national designer competition. The garment will need to meet a predetermined (by the learners or the assessor/educator) set of specifications.

# Conditions

This is an individual activity.

# Resource requirements

Learners require access to:

* a room with the necessary equipment to safely apply special features
* materials such as fabric and thread that are needed to meet specifications
* specifications or examples that learners can refer to when creating their own
* a selection of suitable patterns
* access to a camera so that learners can take and annotate photographs to use as evidence.

# Additional information

The materials and the techniques followed must provide sufficient scope for the learner to implement advanced procedures using textiles materials to make a garment that meets specifications (or to make another negotiated product). These specifications should be short statements that describe the function of the finished product. They should not describe a particular skill or efficiency.

Learners should practise their techniques and testing before they begin to make their garment and be aware of the health and safety regulations that they need to follow (not part of the assessment).

Useful resources include:

* Wearable art resources:

<http://schools.natlib.govt.nz/high-interest-topics/wearable-art>

<http://www.bernina.com/en-NZ/Whats-New/BERNINA-Young-Fashion-Awards>

<http://www.worldofwearableart.com/designers/welcome>

* Clothing construction standards: <http://aces.nmsu.edu/pubs/_c/c-214.html>
* Detailed Sewing Guide.pdf:

<http://ebookbrowse.com/detailed-sewing-guide-pdf-d30916127>

* Betzina, S 2004, *More Fabric Savvy: A Quick Resource Guide to Selecting and Sewing Fabric*, Taunton Press, United States
* Betzina, S 2010, *Power Sewing Toolbox* *1 & 2*, Taunton Press, United States
* Laflin Ahles, C 2001, *Fine Machine Sewing: Easy Ways to Get the Look of Hand Finishing and Embellishing*, The Taunton Press, United States
* Copies of *Threads* magazine (or 2010 *Threads* Archive DVD-ROM):

[http://www.tauntonstore.com](http://www.tauntonstore.com/)

# Assessment schedule: Construction and Mechanical Technologies 91345 – Designer competition

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner implements advanced procedures using textile materials to make a garment with at least two special features by:* selecting and scheduling techniques to achieve special features

For example, the learner:* + trials such things as different top stitches for the appliquéing to achieve the desired effects
	+ schedules the appliquéing to be completed after the front sections have been completed, prior to the full garment construction, allowing more control with the appliqué
	+ schedules welt pockets to be made and inserted at an appropriate time.
* undertaking testing to monitor special feature construction to demonstrate that the garment meets specifications

For example, the learner:* + stitches on the edges of the appliquéd design, but stitching is not always evenly spaced (the learner needs to be reminded about visually checking progress, stitching slowly, and adjusting the angle of the presser foot regularly; they thereafter achieve a smooth curved edge)
	+ finishes the garment to meet the agreed specifications with at least two special features.
* applying scheduled techniques to comply with relevant health and safety regulations

For example:The learner follows the agreed practice for health and safety as shown on the workshop wall.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner skilfully implements advanced procedures using textile materials to make a garment with at least two special features by:* showing independence and accuracy when selecting and scheduling techniques to achieve special features

For example, the learner:* + trials such things as different top stitches for appliquéing to achieve the desired decorative effects and level of accuracy
	+ schedules, with minimum assessor/educator guidance, the appliquéing to be completed after the front sections have been completed, prior to the full garment construction, allowing more control with the appliqué
	+ schedules, with minimum assessor/educator guidance, welt pockets to be made and inserted at an appropriate time
	+ schedules a toile to be completed before cutting out to ensure the correct fit.
* independently and accurately undertakes testing to monitor special feature construction to demonstrate that the garment meets specifications

For example:The learner visually checks progress, stitching slowly and adjusting the angle of the presser foot regularly; they achieve a smooth curved edge.* applying scheduled techniques to comply with relevant health and safety regulations

For example:The learner knows and follows the codes of practice for health and safety without prompting.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner efficiently implements advanced procedures using textile materials to make a garment with at least two special features by:* showing independence and accuracy when selecting and scheduling techniques to achieve special features, in a manner that economises time, effort and materials

For example, the learner:* + trials such things as different top stitches for appliquéing to achieve the desired decorative effects and level of accuracy
	+ with minimal guidance, schedules the appliquéing to be completed after the front sections have been completed, prior to the full garment construction, allowing more control with the appliqué
	+ schedules welt pockets to be made and inserted at an appropriate time
	+ schedules a toile to be completed before cutting out to ensure the correct fit
	+ spends little or no time repeating techniques as they confidently use the correct technique in the first place, e.g. the minimum amount of material is used
	+ stitches slowly and adjusts the angle of the presser foot regularly; consequently saves time and effort by achieving a smooth curved edge without having to do any unpicking.
* independently and accurately undertakes testing to monitor special feature construction to demonstrate that the garment meets specifications, in a manner that economises time, effort and materials

For example, the learner:* + spends little or no time repeating techniques as they confidently use the correct technique in the first place, e.g. pattern layouts are visually checked before cutting, and the minimum amount of material is used
	+ visually checks progress on own initiative thus avoiding having to re-do features
	+ stitches slowly and adjusts the angle of the presser foot regularly; consequently saves time and effort by achieving a smooth curved edge without having to do any unpicking
	+ carries out performance tests on stitching and any faults are quickly corrected to ensure a quality product that meets the agreed specifications and is completed within the agreed time frame; the garment has at least two special features, and was made with minimum input from the assessor/educator.
* applying scheduled techniques to comply with relevant health and safety regulations

For example:The learner knows and follows the agreed codes of practice for health and safety without prompting.*The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.