

## Demonstrate knowledge of commercial garment assembly operations and sequences in a commercial manufacturing workplace

**Level** 4

**Credits** 9

**Purpose** People credited with this unit are able to: identify the stitch type and the sewing machine required to produce the stitch, and explain the use of folders; and analyse a sample product to identify the different assembly operations involved and establish the sequence in which these operations occur.

**Subfield** Clothing Manufacture

**Domain** Apparel Design and Patternmaking

**Status** Registered

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**Entry information** Open.

**Accreditation** Evaluation of documentation and visit by NZQA and industry.

**Standard setting body (SSB)** Competenz

**Accreditation and Moderation Action Plan (AMAP) reference** 0030

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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### Special notes

- 1 This unit standard is for designers, pattern makers, sample machinists and production personnel working in the garment manufacturing industry.
- 2 Definitions  
*Structured garments* or parts of garments may have lining, fusing, boning, wiring or shoulder pads and usually have complex methods of construction.  
*Unstructured garments* require no additional support to the fabric and have less complicated methods of construction.

*Workplace procedures* refer to the verbal or documented procedures for performing work activities and include health and safety, operational, environmental, and quality management requirements. They may refer to manuals, manufacturer's specifications, codes of practice, or policy statements.

- 3 Competence must be demonstrated for at least two different garments.
- |                      |   |  |
|----------------------|---|--|
| Structured outerwear | – | jacket, coat, trousers.                      |
| Structured underwear | – | underwire bra, corset.                       |
| Costume              | – | historical, theatrical.                      |
| Formal dress         | – | evening or wedding garments.                 |
| Protective clothing  | – | overalls, rain wear, waterproof outerwear.   |
| Safety clothing      | – | wetsuits, buoyancy jackets, diving clothing. |
- 4 Performance of the elements must comply with the Health and Safety in Employment Act 1992.

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## Elements and performance criteria

### Element 1

Identify the stitch type and the sewing machine required to produce the stitch, and explain the use of folders.

Range may include but is not limited to – single and twin needle lockstitch, overlock, safety stitch, multi-needle chainstitch, elasticators, zigzag, cover stitch, blind hem, bartack, buttonhole, button sew.

### Performance criteria

- 1.1 Machine type stitches are identified from the design specification or sample garment.
- 1.2 Use of folders is explained in relation to the sewn appearance of sample garments.

Range may include but is not limited to – hemming, binding.

### Element 2

Analyse a sample product into construction operations and determine the sequence of construction.

### Performance criteria

- 2.1 Construction operations are identified according to product and workplace procedures.
- 2.2 Sequence of construction is established according to product and workplace procedures.

- 2.3 Purpose of fusing and lining within garment construction is described and related to company products, fabrics, and equipment.
- 2.4 Garment construction sequence and machinery used are documented in accordance with workplace procedures.

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**Please note**

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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**Comments on this unit standard**

Please contact [Competenz info@competenz.org.nz](mailto:Competenz info@competenz.org.nz) if you wish to suggest changes to the content of this unit standard.