

## Grade patterns for men's structured outerwear

**Level** 4

**Credits** 6

**Purpose** People credited with this unit standard are able to demonstrate knowledge of and establish grading rules for men's structured outerwear, and apply grading rules to styles or patterns for men's structured outerwear.

**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 tailors, fashion designers, pattern makers, and clothing manufacturers.
- 2 Performance of the elements must comply with the Health and Safety in Employment Act 1992.
- 3 Definitions  
*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.  
*Structured garments*, or parts of garments, are those that could have lining, fusing, boning, wiring or shoulder pads and usually complex methods of construction.

4 Competence to be demonstrated on either a jacket or a coat.

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## Elements and performance criteria

### Element 1

Demonstrate knowledge of men's structured outerwear.

#### Performance criteria

- 1.1 Garment outer components are identified and described in terms of their features and relationships.
- Range back, forepart, top sleeve, undersleeve, facing, top collar, under collar, lapels.
- 1.2 A structured jacket or coat is identified and described in terms of its features.
- Range vents, pockets, welts, flaps.
- 1.3 Garment interlining components are identified and described in terms of their functions.
- Range body fusing, chest fusing, collar, lapel, pocket flaps, sleeve bottom, vents.
- 1.4 Garment lining components are identified and described in terms of their functions.
- Range body, sleeve, pocket.

### Element 2

Establish grading rules for men's structured outerwear.

#### Performance criteria

- 2.1 Grading increments are selected according to workplace procedures.
- 2.2 Component pieces which may not need to be graded are identified according to workplace procedures.
- Range flaps, sleeve cuffs, welts, vents, plackets, pockets, epaulettes.
- 2.3 Grades are calculated for outer components in accordance with workplace procedures.
- 2.4 Grades are calculated for interlining components in accordance with workplace procedures.

- 2.5 Grades are calculated for lining components in accordance with workplace procedures.

### **Element 3**

Apply grading rules to styles or patterns for men's structured outerwear.

Range small, medium, large, extra large, company size range.

#### **Performance criteria**

- 3.1 Grades are applied to outer components in accordance with workplace procedures.
- 3.2 Grades are applied for interlining components in accordance with workplace procedures.
- 3.3 Grades are applied for lining components in accordance with workplace procedures.
- 3.4 Documentation is completed 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.