



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Introduction to the Craft of Sewing

leading to

Level 3 FETAC Component: Craft – Sewing 3N1035

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 1. **Level 3 QQI Certificate in General Learning 3M0874**
 2. **Level 3 QQI Certificate in Employability Skills 3M0935**
 3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors will devise Assessment Brief/s for the Collection of Work and Skills Demonstration
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

| Programme Module | Award |
|---|---|
| 1. Title of Programme Module Introduction to the Craft of Sewing | 2. Component Name and Code Level 3 Craft - Sewing 3N1035 |
| 3. Duration in Hours of Programme Module 100 | 4. Credit Value 10 |
| 5. Assessment Technique Collection of Work 20% Skills Demonstration 80% | 6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities. |
| | |
| 7. Aims of the Programme Module <p>This programme module aims to equip the learner with the knowledge, skills and competencies to explore the craft of sewing and to develop sensitivity to materials and craft skills</p> 8. Objectives: <ul style="list-style-type: none"> • to acquire an understanding of sewing vocabulary • to develop good workshop practice with regard to the use, of tools, materials and craft space • to develop the skills to complete a range of sewn items which includes selecting appropriate materials, use of equipment, processes, costs and displaying work • to develop the knowledge to be able to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process. | |
| 9. Learning Outcomes of Level 3 Craft – Sewing 3N1035 The learner will be able to: <ol style="list-style-type: none"> 1. work with a limited range of sewing materials to explore aesthetic aspects of a variety of crafts using appropriate language 2. describe the basic principles for creating sewn items 3. describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice 4. use a range of sewing tools and equipment correctly to include appropriate terminology 5. use a range of sewing processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate 6. make a range of sewn items to include selecting appropriate materials, equipment and processes and paying attention to costs 7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process 8. display completed sewn items with supporting research and design work 9. comment on the completed sewn items to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products 10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area 11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards 12. demonstrate the application of communications, team working and quality awareness while working in a craft environment. | |

Delivery Strategies and Learning Activities

The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Sewing

Learning Outcome 1: Work with a limited range of sewing materials to explore aesthetic aspects of a variety of crafts using appropriate language.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- discuss and differentiate between commercial sewn objects and those of a craftsperson, for example,

commercial: the production of a large quantity of sewn objects, which are generally targeted at a mass market, for example, Penneys

- clothing
- cushions
- bed ware
- household items

craftsperson: a creative medium whereby a craftsperson will sew manually (by hand or machine) an object or textile embellishment either as a one off piece or as part of a limited collection, for example,

- all of the above listed under **Commercial**.
- repair of garments and other items
- create household textiles
- design and make a finished garment
- make alterations to garments
- create small craft objects

- clarify the definition of a craftsperson's piece of work that entailed the use of any form of sewing and mass-produced commercial sewn pieces
 - illustrate by actual samples and examples
 - devise a worksheet highlighting the characteristics of each needlecraft category with accompanying visual reference
- If feasible, organise a trip to a haberdashery shop or a fabric supply shop, This may be beneficial in enabling the learner to identify varying techniques of piecing fabric and creating textile pieces. The manner in which they are displayed may also be of interest.

Good workshop practice including health and safety

Learning Outcome 10: Apply good workshop practice to include set up and preparation, organisation and clean up of the work area.

Learning Outcome 11: Apply appropriate health, safety and personal hygiene practices to safeguard against

accidents and hazards.

*In order to help the learner achieve **Learning Outcome 10 & 11** in particular, consider doing the following:*

- taking into account the specifics of the craft you are working with and space you are working in, explore with the learner how to:
 - apply good workshop practice to include set up and preparation, organization and clean up of work area.
 - apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards.

As with any practical activity, there is an element of risk in craft activities. However this can be kept to an acceptable minimum if those involved are aware of the potential hazards and take appropriate steps to avoid accidents, for example;

Organisation of space

- Untidiness and disorganisation can cause accidents. Keep workspace tidy, Store work carefully. Clean up after you.

Use of sharp tools

- Sharp knives and tools are needed for a variety of crafts. They must be kept in good condition; sharp tools are less of a hazard than blunt tools. All sharp tools must be kept in a safe place. Care should be taken to ensure materials and objects are held securely and handled with care in an appropriate working environment.

Use of liquids

- Any liquid spills can cause a hazard, slipping, and damage to work.

Use of Adhesives & Fixatives

- Some forms of adhesives can be irritants. Adhesives that give off fumes and aerosol propelled fixatives should be used with adequate ventilation and following the manufacturer's instructions.

Use of paints (especially spray)

- The use of airbrush or aerosol: Always use good ventilation and masks if spray painting. Follow the manufacturer's instructions.
- Ingestion of paints. The practice of licking a paintbrush may result in the ingestion of toxic pigments.

Personal health and Hygiene

- Protective clothing; Apron, gloves and mask where necessary.
- Hands should be thoroughly washed after working.

Care of tools and materials

- Respect materials, and tools. Clean after use and store carefully.

Solvents

- Volatile substances
 - Solvents are generally highly volatile and toxic substances. They constitute the most common source of hazardous fumes in art and craft processes. Users of these products must follow the manufacturer's instructions for health and safety.
- Skin irritants
 - Some solvents are primary irritants. Others may produce dermatitis, and by dissolving the natural grease of the skin, make it more vulnerable to damage.
- Inhalation
 - Inhalation is the most common way for solvents to enter the body. Therefore appropriate ventilation should be used according to manufacturer's guidelines.

Fire precautions

- Never store rags/ paper /aerosol near heat or flames.

Using electrical equipment - You should make sure that electrical equipment used for work is safe.

- Check that the electrical equipment is suitable for the work and way in which it will be used.
- Check that the electrical equipment is in good condition.
- Make sure that the user of the equipment is trained to use it safely and can keep others safe.

- Make sure the user knows which personal protective equipment to wear, how to use it, and make sure they do.

Communication and team working

Learning Outcome 12: Demonstrate the application of communications*, team working and quality awareness while working in a craft environment.

*In order to help the learner achieve **Learning Outcome 12** in particular, consider doing the following:*

- explore with the learner the importance of clear communication in the craft environment when ,for example,
 - designing your work
 - clear design
 - accurate measurements
 - ordering materials, indicate
 - colours
 - sizes
 - amounts
 - booking a space or machinery, specify
 - time
 - giving instructions
 - to a colleague
 - a person helping you to create a piece of work
 - when ordering a specialist out sourced piece of pre-made craft element to enhance your work
- explore with the learner the importance of teamwork in the craft environment when, for example,
 - booking space
 - using machinery
 - respecting others'
 - opinions
 - space
 - artwork
 - working together of a joint project respect others':
 - opinions
 - contribution
 - ideas
 - working together
 - share work load
 - work to each other's strengths
 - pull your weight
 - respect time lines.

*** Meanings:**

Communications = the process of conveying meaning

- non verbal
 - body language
 - face
 - artwork
 - written word

- verbal

Team working = the actions of individuals, brought together for a common purpose or goal, where the needs of the group are more important than the needs of the individuals for the common purpose or task. The interaction among the members and the work they complete is called teamwork.

Environment = the surroundings or conditions in which a person, animal, or plant lives or operates.

Creating sewn items

Learning Outcome 2: Describe the basic principles for creating sewn items.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- explore with the learner the basic principles for creating a two-dimensional or three-dimensional sewn item
 - explain the processes involved in generating from an initial design to a finished piece of a sewing
 - emphasise the important value of gathering reference images for inspiration
 - distinguish between two-dimensional and three-dimensional form
 - explain by illustration and demonstration the development of generating a design
- discuss starting with a pattern which can be purchased or designed
 - guide the learner through the design process and encourage the learner to test out three dimensional pattern pieces by replicating the object firstly in thick card
 - describe to the learner how to draw up and envisage a three-dimensional object. identify height, width and depth measurements
- introduce the learner to the importance of using precise measurements and seam allowances
- explore the variety of fabrics available and discuss their merits in relation to suitability for a given project, for example,
 - sheer fabrics for either evening wear or window dressing
 - velvet, for upholstery or evening wear
 - weights of cotton – denim, lawn
 - felts and specific craft materials
- explore enhancements ,for example,
 - beads
 - ribbon
 - jewels
 - edging
- inform learners through worksheets the width sizes of fabrics
- identify the most suitable sewing techniques of fixing pieces of fabric together, for example,
 - basting
 - running
 - over locking etc.
- draw attention to the characteristics and quality of the fabric
 - Is it plain, twill, printed, flocked?
 - which thread colour should be utilised?
 - what needle type and size is most suited?

Materials required:

- threads
- fabrics
- needles for both hand sewing and machine sewing
- dressmaker's pins (pin cushion is optional)
- measuring tape
- ruler

- Dressmakers' French chalk
- thimble
- dressmaker's shears
- a seam ripper
- iron on interfacing
- tracing wheel
- dressmaker's carbon
- pattern
- paper for creating own pattern.

- A. HAND STITCHING:** Explain by demonstration the method by which a learner will perform a number of hand stitching techniques and the most appropriate materials and tools required.
- B. SEWING MACHINE:** Explain by demonstration the method by which a learner will perform a number of machine sewing techniques and the most appropriate materials and tools required.
- C. USING PATTERNS AND CUTTING:** Guide the learners in how to use shop bought/magazine pull out patterns. Reinforce the importance of making an allowance for seams. Direct the learners in the methods of laying out fabric and placing the pattern out. Alert the learner to the benefits for placing the pattern in the most economical arrangement on the fabric so that there is little wastage. Instruct learner on how to cut fabrics with a dressmaker's shears.
- D. SELECTING FABRICS** Introduce a range of fabric types and discuss their most appropriate use. Highlight, which size needle and thread type is most suitable for each fabric type and usage of final sewn piece.
- inform the learner of the **health and safety procedures** while working with pins, needles, shears and a sewing machine, for example,
 - have a magnet and magnetize all pins and needles for ease of finding 'lost' ones.
 - never open up a sewing machine for either bobbin changing or maintenance while plugged into a electric source.

Design options and solutions

Learning Outcome 3: Describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- discuss the variety of sewing forms and methods
- by open discussion with the learner, describe the processes by which a craftsperson may develop an original idea or image and select an appropriate sewing response
- distribute a selection of examples of sewn craft pieces
- describe the step-by-step workshop procedures that a craftsperson may follow
- provide worksheets and sample checklists.

Sewing tools and equipment

Learning Outcome 4: Use a range of sewing tools and equipment correctly to include appropriate terminology.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- introduce as necessary the learner to each of the sewing processes; hand sewing and sewing machine
- identify the appropriate tools, threads, and fabrics required for each mode

- instruct the learner on the correct use of tools, for example, settings and speed of sewing machine, setting out of fabrics and correct manner in which to cut out patterns
- emphasis the care with which the learner should treat equipment and its maintenance and the cleanliness and organisation of a workspace throughout the sewing processes
- provide worksheets with explanations of terminology for each of the sewing processes that may be explored.

Sewing processes

Learning Outcome 5: Use a range of sewing processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- instruct the learner to develop a feel for each of the set of tools and equipment for both sewing processes listed below
 - a variety of fabrics and thread should be utilized ,for example,
 - sewing thread, wonder web/bonding tape, sewing machine, buttons, etc.,
 - cottons, satin, velvet, felt.
 - plain, twill, printed, textured.
- demonstrate and encourage learners to create a variety of stitch techniques, for example,
 - hand sewing.
 - machine sewing.
 - running, gathering, dart, and various hemming and seaming methods, for example, over locking etc.
- demonstrate a variety of fabric manipulation techniques, for example,
 - gathering
 - rushing
 - pleating etc.

Suggested projects:

- hemming by sewing or wonder webbing of a garment
- selecting and sewing on 2 or 4 holed buttons or popper.
- sewing elastic into a skirt waistband
- select an item of clothing from a second hand shop and adapt or restyle it, by shortening, adding length to the skirt/coat/top or adding a feature to it
- make a pincushion
- make a simple tote beach bag
- create a cushion cover
- repair a piece of fabric with a patch
- lining a skirt or coat
- appliqu  a fabric onto a plain t-shirt
- design a soft toy
- make a child’s beanbag
- tacking
- flat fell seam
- run and fell seam
- welt seam
- French seam.

Making a sewn item

Learning Outcome 6: Make a range of sewn items to include selecting appropriate materials, equipment and processes and paying attention to costs.

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- provide the learner with the appropriate instructions for each of the sewing processes
- instruct the learner on the use of patterns and best practice
- highlight the need for making seam allowances when cutting fabric
- encourage the use of a variety of fabrics and methods of piecing together a selection of different sewing projects
- instruct the learner to generate an idea and develop this towards a finished piece
- allow the learner to experiment with creating own variations of stitching in either or both hand or machine sewing.

Common problems and solutions

Learning Outcome 7: use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- while explaining each of the sewing processes of hand stitching and machine work, the inclusion of references to any pit falls that could be inherent to each process should be highlighted
Discussion on the ways in which to remedy these pitfalls should take place. Basic technical problems should be discussed such as: sewing with the wrong sized needle, pattern cutting errors or using a fabric, which is not suitable. High light the importance of cleanliness in working area. Remind the learner that the neglect of regular maintenance of equipment can contribute to the production of poor quality work
- provide a listing of the common problems and resolution
- class discussion should be encouraged where any or in particular new problems arise within class situation.

Displaying work

Learning Outcome 8: Display completed sewn items with supporting research and design work.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- demonstrate how and encourage the learner to obtain the most visually effective method of displaying a finished sewn piece
- instruct the learner to be observant while in shops and note how pieces of textiles are displayed to their optimum – as part of a collection, on a plinth and be aware of how lighting is used in the display
- discuss how a craft shop's display method differs from a Penney's or Harry Corry's store
- encourage the learner to have supporting research and design work for each of the finished sewn pieces placed in folders.

Discussing completed work

Learning Outcome 9: Comment on the completed sewn items to include the materials used, standard of

workmanship, the craft skills learnt, and difficulties encountered in making the products.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- teacher/tutor may consider a group critique or one to one discussion on the displayed works (the group may need to be guided in positive and supportive comments)
this work can be captured on a tutor form, or on an audio or visual recording.
- provide new worksheets for the learner to process the above requirements.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

| | |
|--|-------------|
| Collection of Work | 20% |
| <p>The Collection of Work may be produced throughout the duration of this programme module. Each piece of work may cover more than one learning outcome. It must be clearly indicated where evidence covers more than one learning outcome.</p> | |
| <p>The Learner will compile a Collection of Work to include:</p> <ol style="list-style-type: none"> 1. The learner should present a piece of work that demonstrates understanding of a limited range of sewing materials using appropriate language. 2. The learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating sewn items 3. The learner should present a piece of work that demonstrates a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice. 6. The learner should make a number of sewn items (not less than two) and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs. 8. The learner should display completed sewn items with evidence of supporting research and design work. <ul style="list-style-type: none"> • Teacher / tutor may consider a group critique or one to one discussion on the displayed works (if in group they need to be guided in positive and supportive comments). This work can be captured on a tutor form, audio or visual recording. • Provide new worksheets for learners to process the above requirements | |
| Skills Demonstration | 80 % |
| <p>The learner will complete a number of skills demonstrations at appropriate intervals during the programme. Evidence of the Skills Demonstrations must be included in the assessment portfolio. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.</p> | |

The learner will complete a number of skills demonstrations, requiring him/her to complete the following tasks:

7. The learner should while working use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment, or process.

4. The learner should demonstrate use of a range of craft tools and equipment correctly to include appropriate terminology.

5. Evidence that the learner has used a range of sewing processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering, and decorating appropriate to sewing.

9. Evidence that the learner has through group or one to one commented on the completed sewn items describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making sewn items.

10. Evidence that the learner has demonstrated the application of good workshop practice during this module to include set up and preparation, organisation and clean up of the work area.

11. Evidence that the learner has demonstrated the application of appropriate health, safety and personal hygiene practices during this module to include safeguarding against accidents and hazards.

12. Evidence that the learner has demonstrated during this module the application of communications, team working, and quality awareness while working in a craft environment.

11.b Assessment - General Information – Craft – Sewing 3N1035

All instructions for the learner must be clearly outlined in an Assessment Brief.

| Mapping Each Learning Outcome to an Assessment Technique | |
|--|-----------------------------|
| Learning Outcome | Assessment Technique |
| 1. Present a piece of work that demonstrates a limited range of sewing materials that explore aesthetic aspects of sewn crafts using appropriate language. | Collection of Work |
| 2. Present a piece of work that describes the basic principles for creating sewn items. | Collection of Work |
| 3. Present a piece of work that describes a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice. | Collection of Work |
| 4. Use a range of sewing tools and equipment correctly to include appropriate terminology. | Skills demonstration |
| 5. Use a range of sewing processes on materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate. | Skills demonstration |
| 6. Make a range of sewn items (no less than two) to include selecting appropriate materials, equipment and processes and paying attention to costs. | Collection of Work |
| 7. Use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process. | Skills demonstration |
| 8. Display completed sewn items with supporting research and design work. | Collection of Work |
| 9. Comment on the completed sewn items to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products. | Skills demonstration |
| 10. Apply good workshop practice to include set up and preparation, organisation and clean up of the work area. | Skills demonstration |
| 11. Apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards. | Skills demonstration |
| 12. Demonstrate the application of communications, team working and quality awareness while working in a craft environment. | Skills demonstration |

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.


QQI
Level 3 Craft – Sewing 3N1035
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

| Learners will be able to: | Evidence of the following is included in the assessment portfolio: | ✓ If present in portfolio | Please indicate where evidence is to be found |
|--|---|--|--|
| 1. work with a limited range of sewing materials to explore aesthetic aspects of a variety of the craft using appropriate language | Collection of Work the learner should present a piece of work that demonstrates understanding of a limited range of sewing materials using appropriate language | | |
| 2. describe the basic principles for creating a sewing | Collection of Work the learner should present a piece of work that demonstrates knowledge and understanding of the basic principles for creating sewing | | |
| 3. describe a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice | Collection of Work the learner should present a piece of work that demonstrates a range of design options and preferred solutions to an idea or theme of interest to include gathering evidence of other crafts-persons practice | | |
| 4. use a range of sewing tools and equipment correctly to include appropriate terminology | Skills demonstration evidence that the learner has demonstrated during this module the use of a range of sewing tools and equipment correctly to include appropriate terminology | | |
| 5. use a range of sewing processes on materials to include experimenting | Skills demonstration evidence that the learner has created during this module a range of sewing | | |

| | | | |
|---|---|--|--|
| <p>with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating as appropriate</p> | <p>that use a range of sewing processes and materials to include experimenting with a range of cutting techniques, joining, shaping, manipulating, finishing, rendering and decorating appropriate to sewing</p> | | |
| <p>6. make a range of sewn items to include selecting appropriate materials, equipment and processes and paying attention to costs</p> | <p>Collection of Work the learner should make a number of sewn items (not less than two) and present back up material that demonstrates understanding of the selection of appropriate materials, equipment used and processes and costs</p> | | |
| <p>7. use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process</p> | <p>Skills demonstration the learner should while working use known solutions to prevent or resolve a limited range of common technical problems associated with the medium, equipment or process</p> | | |
| <p>8. display completed sewing products with supporting research and design work</p> | <p>Collection of Work: the learner should display completed sewn items with evidence of supporting research and design work</p> | | |
| <p>9. comment on the completed sewn products to include the materials used, standard of workmanship, the craft skills learnt, and difficulties encountered in making the products</p> | <p>Skills demonstration the learner should be able through group or one to one or in written form comment on the completed sewing, describe the materials used, the standard of workmanship, the craft skills learnt, and difficulties encountered in making sewn items</p> | | |
| <p>10. apply good workshop practice to include set up and preparation, organisation and clean up of the work area</p> | <p>Skills demonstration: the learner has demonstrated during this module the application of good workshop practice during this module to include set up and preparation, organisation and clean up of the work area</p> | | |

| | | | |
|--|--|--|--|
| <p>11. apply appropriate health, safety and personal hygiene practices to safeguard against accidents and hazards</p> | <p>Skills demonstration: the learner has demonstrated during this module the application of appropriate health, safety and personal hygiene practices during this module to include safeguarding against accidents and hazards</p> | | |
| <p>12. demonstrate the application of communications, team working and quality awareness while working in a craft environment.</p> | <p>Skills demonstration: evidence that the learner has demonstrated during this module the application of communications, team working, and quality awareness while working in a craft environment.</p> | | |

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____