



THE REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

FASHION DESIGN

(DRESSMAKING OPTION)

LEVEL 3



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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FOREWORD

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement Kenya's development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Fashion sector's growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING
MINISTRY OF EDUCATION**

PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Fashion Design Sector Skills Advisory Committee (SSAC) and Vera Beauty and Fashion College have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

The curriculum is designed and organized with an outline of learning outcomes; Suggested Methods of Instruction, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Secretariat, Technical Committee, Fashion Design SSAC, expert workers and all those who participated in the development of this curriculum.

CHAIRPERSON, TVET CDACC

ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I appreciate Vera Beauty and Fashion College and Fashion Design Sector Skills Advisory Committee (SSAC) who enabled the development of this curriculum.

I recognize with appreciation the role of the SSAC in ensuring that competencies required by the industry are addressed in this curriculum. I also thank all stakeholders in the Fashion sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Fashion sector will acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO
TVET CDACC**

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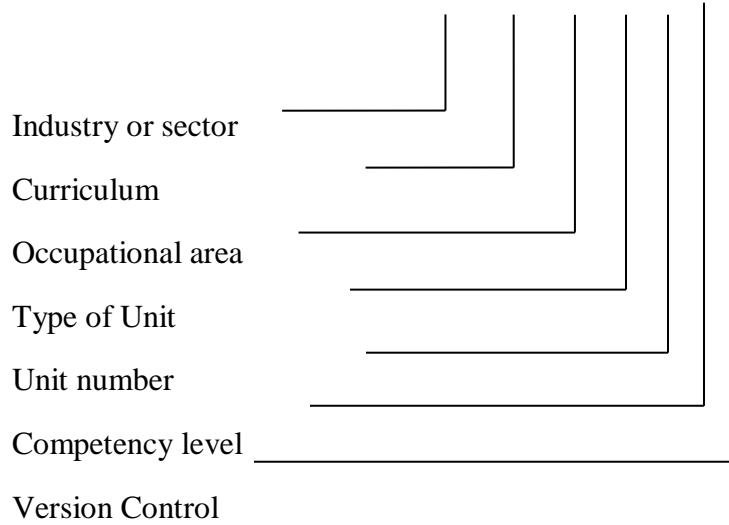
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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BC	Basic Competency
CDACC	Curriculum Development, Assessment and Certification Council
CR	Core Competency
2D	Two Dimensional
HIV	Human Immuno-Deficiency Virus
FD	Fashion Design Sector
FAS	Fashion Industry
ICT	Information Communication Technology
LCD	Liquid Crystal Display
NEMA	National Environmental Management Authority
OSHA	Occupation Safety and Health Act
OSHS	Occupation Safety and Health Standards
PESTEL	Political Economic Social Technological Environmental and Legal
PPE	Personal Protective Equipment
SSAC	Sector Skills Advisory Committee
SWOT	Strengths Weaknesses Opportunities and Threats
TVET	Technical and Vocational Education and Training

KEY TO UNIT CODE

FAS/CU/FD/BC/01/3/A



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COURSE OVERVIEW

Fashion Design Level 3 Dressmaking Option qualification consists of competencies that an individual must achieve to enable him/her provide dressmaking services. It comprises of performing sewing machine operations and sketching and construction of ladies' wear.

The units of competency comprising Fashion Design Level 3 Dressmaking Option qualification include the following:

Basic Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit factor
FAS/CU/FD/BC/01/3/A	Communication skills	15	1.5
FAS/CU/FD/BC/02/3/A	Numeracy skills	15	1.5
FAS/CU/FD/BC/03/3/A	Digital literacy	20	2.0
FAS/CU/FD/BC/04/3/A	Entrepreneurial skills	40	4.0
FAS/CU/FD/BC/05/3/A	Employability skills	20	2.0
FAS/CU/FD/BC/06/3/A	Environmental literacy	15	1.5
FAS/CU/FD/BC/07/3/A	Occupational safety and health practices	15	1.5
Total		140	14.0

Core Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit factor
FAS/CU/FD/CR/01/3/A	Sewing machine operations	30	3.0
FAS/CU/FD/CR/02/3/A	Ladies garment sketching and construction	120	12.0
	Industrial attachment	300	30.0
Total		450	45.0

Industrial attachment

An individual enrolled in this course will undergo an industrial attachment for 300 hours in a Fashion Design establishment.

Entry Requirements

An individual entering this course should have any of the following minimum requirements:

- a) Kenya Certificate of Secondary Education (KCSE)

Or

- b) Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

Trainer qualification

A trainer for this course should have a higher qualification than the level of this course

Assessment

The course will be assessed at two levels:

- a) **Internal assessment:** conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.

- b) **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

Certification

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded National Certificate in Fashion Design Dressmaking Option Level 3, an individual must demonstrate competence in all the units of competency in the qualification pack.

These certificates will be awarded by TVET CDACC in conjunction with the training provider.

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BASIC UNITS OF LEARNING

COMMUNICATION SKILLS

UNIT CODE: FAS/CU/FD/BC/01/3/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate communication skills

Duration of Unit: 15 hours

Unit Description

This unit specifies the competencies required to demonstrate communication skills. It involves, obtaining and conveying workplace information, speaking English at a basic operational level, participating in workplace meetings and discussions and completing relevant work-related documents.

Summary of Learning Outcomes

1. Obtain and convey workplace information
2. Speak English at a basic operational level
3. Participate in workplace meetings and discussions
4. Complete relevant work-related documents

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Obtain and convey workplace information	<ul style="list-style-type: none">• Communication process• Modes of communication• Medium of communication• Effective communication• Barriers to communication• Flow of communication• Sources of information• Types of questions• Organizational policies• Workplace etiquette• Ethical work practices in handling communication	<ul style="list-style-type: none">• Written• Oral questioning• Observation
2. Speak English at a basic operational level	<ul style="list-style-type: none">• English grammar	<ul style="list-style-type: none">• Written• Oral

	<ul style="list-style-type: none"> ○ Nouns, verbs, adjectives, adverbs, pronouns prepositions ● English speaking <ul style="list-style-type: none"> ○ Pronunciation ○ Simple conversations ● Taking verbal instructions ● Reading and writing in English ● Forms of expression in English 	<ul style="list-style-type: none"> ● Role play
3. Participate in workplace meetings and discussions	<ul style="list-style-type: none"> ● Nature of workplace meetings ● Meeting protocols ● Workplace interactions 	<ul style="list-style-type: none"> ● Oral questioning ● Observation ● Written tests
4. Complete relevant work-related documents	<ul style="list-style-type: none"> ● Types and purposes of workplace documents and forms ● Methods used in filling forms and documents ● Recording workplace data ● Process of distributing workplace forms and documents ● Report writing ● Types of workplace reports 	<ul style="list-style-type: none"> ● Written tests ● Oral questioning ● Observation

Suggested Methods of Instruction

- Discussion
- Role play
- Brainstorming
- Viewing of related videos

Recommended Resources

- Desktop computers/laptops
- Projectors
- Report writing templates
- Pens
- Note books

NUMERACY SKILLS

UNIT CODE: FAS/CU/FD/BC/02/3/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate numeracy skills

Duration of Unit: 15 hours

Unit Description

This unit covers the competencies required to identify and undertake simple numerical processes. The person who is competent in this unit shall be able to use / work with whole numbers and money up to one hundred thousand; Locate, compare and use highly familiar measurement; Use highly familiar maps and diagrams; Identify and use some common 2D shapes; and locate specific Information in highly familiar tables, graphs and charts for work.

Summary of Learning Outcomes

1. Use whole numbers for work
2. Locate, compare and use highly familiar measurement for work
3. Use highly familiar maps and diagrams for work
4. Identify and use some common 2D shapes for work
5. Locate specific Information in highly familiar tables, graphs and charts for work

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Use whole numbers for work	<ul style="list-style-type: none">• Whole numbers• Use of Zeros• Use of halves• Sizes• Grouping of numbers• Addition and subtraction of whole numbers• Numerical information,• symbols	<ul style="list-style-type: none">• Oral questioning• Written tests• Practical test• Observation
2. Locate, compare and use highly familiar	<ul style="list-style-type: none">• Measurements• Units of measurements and their use• Digital time am and pm	<ul style="list-style-type: none">• Oral• Written• Practical test• Observation

measurement for work	<ul style="list-style-type: none"> • Calendars 	
3. Use highly familiar maps and diagrams for work	<ul style="list-style-type: none"> • Use of Maps and • Diagrams simple • symbols and pictorial • Giving simple oral directions to locate objects 	<ul style="list-style-type: none"> • Oral • Written • Practical test • Observation
4. Identify and use some common 2D shapes for work	<ul style="list-style-type: none"> • Two dimensional shapes • Describe common objects in terms of size and shape • Compare objects • Group common objects based on shape, size, color and features 	<ul style="list-style-type: none"> • Oral • Written • Practical test • Observation
5. Locate specific Information in highly familiar tables, graphs and charts for work	<ul style="list-style-type: none"> • Simple tables • Features of simple graphs and charts • Numerical information in tables, graphs & charts 	<ul style="list-style-type: none"> • Oral • Written • Practical test • Observation

Suggested Methods of Instruction

- Instructor led facilitation of theory.
- Practical demonstration of tasks by trainer
- Practice by trainees/ role play
- Discussion
- Observations and comments and corrections by trainers

Recommended Resources

- Common 2D shapes objects
- Calculator
- Basic measuring instruments
- Mathematical tables

DIGITAL LITERACY

UNIT CODE: FAS/CU/FD/BC/03/3/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate digital literacy

Duration of Unit: 20 hours

Unit Description

This unit covers the competencies required to effectively demonstrate digital literacy in a working environment. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop computers for purposes of communication and performing work related tasks at the work place.

Summary of Learning Outcomes

1. Identify computer hardware and software
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify computer hardware and software	<ul style="list-style-type: none">• Definition of a computer• Functions of a computer• Components of a computer• Classification of computers• Computer software	<ul style="list-style-type: none">• Written• Oral• Observation
2. Apply security measures to data, hardware and software	<ul style="list-style-type: none">• Data security and control• Security threats and control measures• Types of computer crimes• Detection and protection against computer crimes	<ul style="list-style-type: none">• Written tests• Oral presentation• Observation
3. Apply computer software in solving tasks	<ul style="list-style-type: none">• Operating systems• Word processing• Spread sheets	<ul style="list-style-type: none">• Oral questioning• Observation• Practical

	<ul style="list-style-type: none"> • Data base 	
4. Apply internet and email in communication at workplace	<ul style="list-style-type: none"> • Computer networks • Uses of internet • Electronic mail (e-mail) concept 	<ul style="list-style-type: none"> • Oral questioning • Observation • Oral presentation • Written report

Suggested Methods of Instruction

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Group discussions

Recommended Resources

- Desk top computers
- Laptop computers
- Other digital devices
- Printers
- Storage devices
- Internet access
- Computer software

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ENTREPRENEURIAL SKILLS

UNIT CODE: FAS/CU/FD/BC/04/3/A

Relationship to occupational standards

This unit addresses the unit of competency: Demonstrate entrepreneurial skills

Duration of unit: 40 hours

Unit description

This unit describes the competencies required to demonstrate entrepreneurial competencies. It includes, acquiring and developing entrepreneurial culture, identifying entrepreneurial opportunities, starting a small business, running and growing a small business.

Summary of Learning Outcomes

1. Acquire and develop entrepreneurial culture
2. Identify entrepreneurial opportunities
3. Start a small business
4. Run a small business
5. Grow a small business

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Acquire and develop entrepreneurial culture	<ul style="list-style-type: none">• Definition of entrepreneur• Importance of entrepreneurship• Common terminologies in entrepreneurship• Entrepreneurship and employment creation• Formal and informal employment• Habits that promote entrepreneurial development• Cultural factors that inhibit entrepreneurship•	<ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Individual/group assignments<input type="checkbox"/> Written<input type="checkbox"/> Oral

2. Identify entrepreneurial opportunities	<ul style="list-style-type: none"> • Types, characteristics, qualities & role of entrepreneurs • SWOT analysis • Generating Business ideas • Business opportunities • Evaluation of business opportunities 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Written <input type="checkbox"/> Oral
3. Prepare a business plan	<ul style="list-style-type: none"> • Types of business plan • Components of a business plan • Importance of a business plan • Forms of business ownership • Importance of location of a small business • Resources required to start a small business 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Written <input type="checkbox"/> Oral
4. Start a small business	<ul style="list-style-type: none"> • Factors to consider when starting a small business • Legal requirement for starting a small business • Procedure of starting a small business • The dos and don'ts of starting a small business • Challenges faced when starting a small business and mitigating factors • Launch of a small business 	<ul style="list-style-type: none"> <input type="checkbox"/> Oral <input type="checkbox"/> Observation <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Written
5. Run a small business	<ul style="list-style-type: none"> • Organizational structure of a small business • Managing small business finances • Book keeping • Business support services • Marketing for small businesses 	<ul style="list-style-type: none"> <input type="checkbox"/> Observation <input type="checkbox"/> Individual/group assignments <input type="checkbox"/> Written

	<ul style="list-style-type: none"> • Basic IT application in small business 	
6. Grow a small business	<ul style="list-style-type: none"> • Methods of growing/expanding a small business • Resources for growing small business • Small business growth plan • ICT and business growth 	<ul style="list-style-type: none"> □ Observation □ Individual/group assignments □ Written

Suggested Methods of Instruction

- Instructor led facilitation of theory
- Demonstration by trainer
- Practice by trainee
- Role play
- Case study

Recommended Resources

- Case studies for small businesses
- Business plan template
- Laptop/ desktop computer
- Internet
- Telephone
- Writing materials

EMPLOYABILITY SKILLS

UNIT CODE: FAS/CU/FD/BC/05/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate employability skills

Duration of Unit: 20 hours

Unit Description

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

Summary of Learning Outcomes

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct self-management	<ul style="list-style-type: none">• Self-awareness• Formulating personal vision, mission and goals• Strategies for overcoming life challenges• Emotional intelligence• Assertiveness• Developing and maintaining high self-esteem• Developing and maintaining positive self-image• Accountability and responsibility• Good work habits• Self-awareness• Financial literacy• Healthy lifestyle practices	<ul style="list-style-type: none">• Observation• Written• Oral interview• Third party report

<p>2. Demonstrate critical safe work habits</p>	<ul style="list-style-type: none"> • Stress and stress management • Punctuality and time consciousness • Interpersonal communication • Sharing information • Resources utilization • HIV and AIDS • Drug and substance abuse • Handling emerging issues 	<ul style="list-style-type: none"> • Observation • Written • Oral interview • Third party report
<p>3. Demonstrate workplace learning</p>	<ul style="list-style-type: none"> • Personal training needs identification and assessment • Cultural aspects of work • Application of learning • Safe use of technology • Identifying opportunities • Workplace innovation • Handling emerging issues • Future trends and concerns in learning 	<ul style="list-style-type: none"> • Observation • Oral interview • Written • Third party report
<p>4. Demonstrate workplace ethics</p>	<ul style="list-style-type: none"> • Meaning of ethics • Ethical perspectives • Values and beliefs • Organization code of ethics • Common ethical dilemmas • Organization culture • Corruption, bribery and conflict of interest • Privacy and data protection • Harassment and mutual respect • Financial responsibility/accountability • Etiquette • Emerging issues in ethics 	<ul style="list-style-type: none"> • Observation • Oral interview • Written • Third party report

Suggested Methods of Instruction

- Instructor lead facilitation of theory
- Demonstrations
- Simulation/Role play

- Group Discussion
- Presentations
- Projects
- Case studies
- Assignments

Recommended Resources

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

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ENVIRONMENTAL LITERACY

UNIT CODE: FAS/CU/FD/BC/06/3/A

Relationship to Occupational Standards:

This unit addresses the unit of competency: Demonstrate environmental literacy

Duration of Unit: 15 hours

Unit Description

This unit describes the competencies required by a worker to control environmental hazard, control environmental pollution and comply with workplace sustainable resource use.

Summary of Learning Outcomes

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Control environmental hazard	<ul style="list-style-type: none">• Environmental Management and Coordination Act 1999• Solid Waste Act• Storage of environmentally hazardous materials• Disposal of hazardous wastes• Types and uses of PPEs in line with environmental regulations• Occupational Safety and Health Act 2007	<ul style="list-style-type: none">• Written questions• Oral questions• Observation of work procedures
2. Environmental Pollution Control	<ul style="list-style-type: none">• Types of pollution• Environmental pollution control and management• Procedures for waste management	<ul style="list-style-type: none">• Written questions• Oral questions• Observation of work procedures
3. Demonstrate sustainable resource use	<ul style="list-style-type: none">• Types of resources• Sustainable resource use and management	<ul style="list-style-type: none">• Written questions• Oral questions

	<ul style="list-style-type: none"> • Principles of 3Rs (Reduce, Reuse, Recycle) 	<ul style="list-style-type: none"> • Observation of work procedures
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Suggested Methods of Instruction

- Instructor led facilitation of theory
- Discussion
- Demonstration by trainer
- Practice by trainee
- Observations and comments and corrections by trainers

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Solid Waste Act
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)

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OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: FAS/CU/FD/BC/07/3/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate safety and health practices

Duration of Unit: 15 hours

Unit Description

This unit describes the competencies required by a worker in an industry to practice and promote safety and health at work.

Summary of Learning Outcomes

1. Prepare to apply workplace safety and health practices
2. Compliance with occupational safety and health Act

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare to apply workplace safety and health practices	<ul style="list-style-type: none">• Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations• Benefits of implementing an occupational safety and health program• Safety requirements/ regulations of own work and of other workers• Workplace standards and procedures for incidents and emergencies• Prevention and Control Measures for accidents, injuries and sickness	<ul style="list-style-type: none">• Oral questions• Written questions• Observation of work procedures

<p>2. Compliance with occupational safety and health Act</p>	<ul style="list-style-type: none"> • Safety instructions and safety signs • Safe handling of tools, equipment and materials • Use of safe guards and safety devices • Reporting of hazards, incidents, injuries and sickness in the workplace 	<ul style="list-style-type: none"> • Written questions • Oral questions • Observation of work procedures
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Suggested Methods of Instruction

- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainee
- Observations and comments and corrections by trainers

Recommended Resources

- Occupational safety and health standards
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Client/supplier instructions
- Organizational or external personnel
- Machine/equipment manufacturer’s specifications and instructions
- Quality standards

CORE UNITS OF LEARNING

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SEWING MACHINE OPERATION

UNIT CODE: FAS/CU/FD/CR/01/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Perform sewing machine operations

Duration of Unit: 30 hours

Unit Description

This unit covers the competencies required to perform sewing machine operations. It involves identifying machine parts and their functions, operating sewing machines, troubleshooting, servicing and maintaining the machine.

Summary of Learning Outcomes

1. Identify parts and functions of the sewing machine
2. Operate the sewing machine
3. Trouble shoot the sewing machine
4. Service and maintain the sewing machine

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify parts and functions of the sewing machine	<ul style="list-style-type: none">• Workshop safety• Sewing machines and their functions• Sewing machine parts and their functions	<ul style="list-style-type: none">• Written tests• Observation• Oral questioning• Interviewing• Third party report
2. Operate the sewing machine	<ul style="list-style-type: none">• Principles of machine operations• Tools and supplies for sewing machines operation• Setting the sewing machine	<ul style="list-style-type: none">• Written tests• Observation• Oral questioning

	<ul style="list-style-type: none"> • Operating the sewing machine • Stitching techniques 	<ul style="list-style-type: none"> • Interviewing • Third party report
3. Troubleshoot the sewing machine	<ul style="list-style-type: none"> • Common sewing machine faults and their remedies <ul style="list-style-type: none"> • Fault finding • Fault solving • Sewing machine troubleshooting tools and supplies 	<ul style="list-style-type: none"> • Observation • Oral questioning • Interviewing • Third party report
4. Service and maintain the sewing machine	<ul style="list-style-type: none"> • Principles of machine servicing and maintenance • Oiling the sewing machine • Servicing the sewing machine • Maintenance of the sewing machine 	<ul style="list-style-type: none"> • Observation • Oral questioning • Interviewing • Third party report

Suggested Methods of Instruction:

- Direct instruction
- Project
- Discussions
- Demonstration by trainer
- Practice by the trainee

List of Recommended Resources:

Institutional resources:

Workshop, stationery, sewing machines, assorted fabrics, assorted scissors, assorted screw drivers, assorted machine needles, pliers, tape measure, seam ripper, thimble, assorted threads, assorted PPE items.

Trainee requirements:

Assorted scissors, Tape measure, Seam ripper, Tailors chalk, Assorted needles, Assorted dyes, Assorted fabrics, Assorted PPE items,

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LADIES' GARMENTS SKETCHING AND CONSTRUCTION

UNIT CODE: FAS/CU/FD/CR/02/3/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Sketch and construct ladies' garments

Duration of Unit: 120 hours

Unit Description

This unit covers the competencies required to sketch and construct ladies' garments. It involves sketching selected ladies' garments, free hand cutting of garment pieces and constructing the selected garment. It also entails finishing, displaying and packaging the garment.

Summary of Learning Outcomes

1. Sketch selected garments
2. Cut garment pieces
3. Construct the garment
4. Finish the garment
5. Display and package the garment

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Sketch selected garments	<ul style="list-style-type: none">• Workshop safety• Sketching tools, equipment, materials and supplies• Sketching techniques	<ul style="list-style-type: none">• Written tests• Observation• Oral questioning• Interviewing• Third party report
2. Cut garment pieces	<ul style="list-style-type: none">• Cutting tools, equipment, materials and supplies• Principles of free hand cutting• Free hand cutting techniques• Taking body measurements	<ul style="list-style-type: none">• Written tests• Observation• Oral questioning

	<ul style="list-style-type: none"> • The basic free hand patterns <ul style="list-style-type: none"> • Simple skirts • Simple blouses • Simple dresses • Fitting special figure problems • Bundling techniques 	<ul style="list-style-type: none"> • Interviewing • Third party report
3. Construct the selected garment	<ul style="list-style-type: none"> • Garment construction tools, equipment, materials and supplies • Sewing techniques: <ul style="list-style-type: none"> • Stitches • Seams • Garment details • Handling special fabrics • Assembling garments 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questioning • Interviewing • Third party report
4. Finish constructed garment	<ul style="list-style-type: none"> • Garment finishing tools, equipment, materials and supplies • Garment finishing methods and techniques 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questioning • Interviewing • Third party report
5. Display and package the garment	<ul style="list-style-type: none"> • Display tools, equipment, materials and supplies • Principles of garment displaying • Types of garment display • Methods of garment displaying • Garment photography • Packaging of garments 	<ul style="list-style-type: none"> • Written tests • Observation • Oral questioning • Interviewing • Third party report

Suggested Methods of Instruction:

- Direct instruction
- Project
- Discussions
- Demonstration by trainer

- Practice by the trainee

List of Recommended Resources:**Institutional resources:**

Workshop, Ironing boards, Sleeve board, Mirror, Assorted mannequins, Brown paper, Plain paper, Stationery, Cutting tables, Assorted sewing machines, Hangers, Assorted scissors, Tracing wheel, Tape measure, Seam ripper, Meter rule, 30 cm ruler, Measuring scale, Thimble, French curve, Hip curve, Assorted Irons, Assorted stitching threads, Assorted pins, Tailors chalk, Assorted needles, Assorted fabric, Assorted interfacing, Water

Trainee Requirements:

Assorted scissors, Tracing wheel, Tape measure, Seam ripper, Meter rule, 30 cm ruler, Measuring scale, Thimble, French curve, Hip curve, Assorted Irons, Assorted stitching threads, Assorted pins, Tailors chalk, Assorted needles, Assorted fabric, Assorted interfacing, Water

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