

**THE REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARD**

**FOR**

**FASHION DESIGNER**

**KNQF LEVEL 3**

**OCCUPATIONAL STANDARDS ISCED CODE: 0212 254A**

© 2025

All rights reserved. No part of this Curriculum may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods without the prior written permission of QAI except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, write to the Council Secretary/CEO, at the address below:

# FOREWORD

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

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of 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 the mode of delivery allow 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. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this occupational standard will play a great role towards development of competent human resource for sustainable growth and development in the fashion design sector.

# 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 (TVET) ACT CAP.210A and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET in order 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.

Fashion experts in conjunction with expert subject trainers and other related stakeholders have developed these Occupational Standards for fashion design level 5. These standards will be the basis for development of competency-based curriculum for fashion design level 5The Occupational Standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to everyone who participated in the development of these Occupational Standards.

# ACKNOWLEDGMENT

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

I recognize with appreciation the role of industry experts in fashion design in ensuring that competencies required by the industry are addressed in the occupational standard. I also thank the experienced trainers for their valuable input and all those who participated in the process of developing this curriculum.

In addition, I thank TVET Authority (TVETA) for providing guidance on the development of this occupational standard.

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

**KEY TO UNIT CODE**

**Sector / Industry**

**Sub Sector**

**Occupational Area**

**Version Control**

**Unit of Competence Number**

**ISCED level, Programme Orientation and Level of Completion**

xx

x

xxx

x

x

x

# ACRONYMS

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

ICT Information and Communication Technology

CBET Competency Based Education and Training

OS Occupational Standards

Table of Contents

[KEY TO UNIT CODE IV](#_Toc197052967)

[ACRONYMS V](#_Toc197052968)

[OCCUPATIONAL STANDARD OVERVIEW II](#_Toc197052969)

[PERFORM SEWING MACHINE OPERATIONS 1](#_Toc197052970)

[CONSTRUCT BASIC LADIES’ GARMENTS 6](#_Toc197052971)

[CONSTRUCT BASIC GENT’S GARMENTS 13](#_Toc197052972)

# OCCUPATIONAL STANDARD OVERVIEW

Fashion Design Level 3 occupational standard consists of competencies that an individual must have to produce fashion design garments. It comprises of performing sewing machine operations, Constructing basic Ladies’ and Gents’ Garments.

The units of competency comprising Fashion Design Level 3 occupational standard include the following:

**Units of Learning**

|  |  |  |
| --- | --- | --- |
| **S/NO** | **UNIT CODE** | **Unit Title** |
|  | 0212 251 01A | Perform Sewing Machine Operations |
|  | 0212 251 02A | Construct basic Ladies’ Garments |
|  | 0212 251 03A | Construct basic Gents’ Garments |

# PERFORM SEWING MACHINE OPERATIONS

**UNIT CODE: 0212 251 01A**

**UNIT DESCRIPTION**

This unit covers the competencies required to perform sewing machine operations. It entails Operate sewing machine, operating sewing machines, troubleshooting, servicing and maintaining sewing machine and promoting workshop ethical practices.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| 1. Operate sewing machine | 1. ***PPEs*** are identified and used as per ***legal requirements***. 2. Sewing machines manual threadingis carried as per the manufactures 3. Sewing machine stitches are tested as per the manufactures manual 4. Sewing machine stitches are adjusted as per the work requirements |
| 1. Troubleshoot sewing machine | 1. Sewing machine faults are identified based on ***sewing*** ***machine operations.*** 2. Remedies are applied based on manufacturer’s manual. 3. Sewing machine is tested as per manufacturer’s manual. |
| 1. Service and maintain sewing machine | 1. ***Sewing machine maintenance tools and supplies*** are identified as per work requirement. 2. Machine service and maintenance is carried out as per manufacturer’s manual. 3. Occupational safety and health standards are observed as per work place procedures. |
| 1. Promote workshop ethical practices | 1. Organizational rules and guidelines are observed as per the workplace requirements. 2. Self-worth and professionalism is exercised in line with personal goals and organizational policies. 3. Workshop code of conduct is observed as per the workplace requirements 4. Teamwork is applied as per work place requirements. 5. Creative, innovative and practical solutions are developed based on the problem. 6. ***Customer*** ***concerns and complaints*** are received and resolved in line with the set organizational culture. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. *PPEs* may include but not limited to: | * Dust coat * Face mask * Thimble * Gloves * Low heeled closed shoes |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws * KRA act * Labor laws * Employment act * WIBA |
| 1. Sewing machine operations may include but not limited to: | * Oiling * Setting up the sewing machine * Treadling * Sewing machine control * Stitching |
| 1. Sewing machine maintenance tools, supplies and equipment may include but not limited to: | ***Sewing machine maintenance tools***   * Assorted machine needles * Assorted screw drivers * Pliers * Tweezers * Allan keys   ***Sewing machine maintenance supplies***   * Lubricants |
| 1. Sewing machine parts may include but not limited to: | * Throat plate * Spool pin * Take up lever * Tension disc * Slide plate * Hand wheel * Feed dog * Needle clamp * Tension disc regulator * Stitch length regulator |
| 1. Machine operation materials, products, and Supplies may include but not limited to: | * Assorted fabrics * Assorted Sewing threads * Assorted Sewing needles * Assorted machine brushes * Bulbs * Machine oil |
| 1. Conflicts include but are not limited to: | * Interpersonal Conflict. * Intrapersonal Conflict. * Intergroup Conflict. * Intragroup Conflict. |
| 1. Team may include but not limited to: | * Small workgroup * Staff in a section/department * Inter-agency Group * Virtual teams |
| 1. Customer concerns and complaints may include but not limited to: | * Loyal * Discount * Impulse * Need-based * Wandering |
| 1. Creative and Innovation may include but are not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

**General skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Listening
* Observation
* Organizing
* Technology

**Technical skills:**

* Operating
* Servicing
* Maintaining

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Sewing machine operation
* Sewing machine tools and equipment
* Sewing machine repair and maintenance
* Sewing machine products and supplies
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills, knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Identified sewing machine partsand functions stated based on machine type.   2. Set up sewing machine based on machine type and manufacturer’s manual.   3. Operated sewing machine based on manufacturers manual.   4. Identified sewing machine faults based on sewing machine operations.   5. Applied remedies based on manufacturer’s manual.   6. Identified sewing machine maintenance tools, supplies and equipment as per work requirement.   7. Carried machine service and maintenance out as per manufacturer’s manual.   8. Promoted team work based on workplace requirements.   9. Promoted work ethical practices and values as per work place requirements. |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   1. Practical. 2. Project. 3. Oral assessment. 4. Written assessment. 5. Third party report. |
| 1. Context of assessment | Assessment may be done:   1. Workplace. 2. Simulated environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CONSTRUCT BASIC LADIES’ GARMENTS

**UNIT CODE: 0212 251 02A**

**UNIT DESCRIPTION**

This unit covers the competencies required to construct basic ladies’ garments. It involves sketching basic ladies’ garments, developing free hand garment pattern pieces, laying and cutting garment pieces, constructing selected basic garment, finishing constructed garment, displaying and packaging garment.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| * + - 1. Sketch basic ladies’ garments | * 1. ***PPEs*** are worn as per job requirements.   2. ***Sketching tools and equipment*** are identified and gathered based on work requirement.   3. Client consultation is carried out as per work requirement.   4. Clients’ specifications are recorded as per work requirement.   5. Client’s body measurements are taken based on the design.   6. ***Sketching supplies*** are identified and obtained based on work requirement.   7. Ladies’ ***garments*** aresketched based on work requirement. |
| 1. Develop free hand garment pattern pieces | 1. Tools and equipment for free hand drafting are identified and gathered as per work requirement. 2. ***Basic free hand patterns*** are drafted as per work requirement. 3. ***Basic free hand garment pattern pieces*** are developed as per work requirement. |
| 1. Lay and cut garment pieces | 1. ***Freehand cutting tools and equipment*** are identified and gathered as per work requirement. 2. Garment pattern pieces are laid and cut as per as per work requirement. 3. ***Pattern markings*** are transferred to the garment pieces as per as per work requirement. 4. ***Garment pattern pieces*** are bundled as per work requirement. |
| 1. Construct selected basic garment | 1. ***Garment construction tools and equipment*** are identified and gathered as per work requirement. 2. ***Garment construction products and supplies*** are identified and obtained as per work requirement. 3. Garment pieces are stitched as per sketched garment design. |
| 1. Finish constructed garment | 1. ***Garment finishing tools and equipment*** are identified and gathered as per work requirement. 2. ***Garment finishing material and supplies*** are identified and obtained as per work requirement. 3. Garment is finishedas per work requirement |
| 1. Display and package garment | 1. ***Tools and equipment for garment display*** are identified and gathered as per work requirement. 2. ***Products and supplies for garment display*** are identified, selected and obtained as per work requirement. 3. ***Garment display area*** is identified and prepared as per work procedure. 4. Garment is displayed as per workplace procedure. 5. Garment images are taken as per workplace procedure. 6. Garment is packaged as per workplace procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variables** | **Range** |
| 1. *PPEs* may include but not limited to: | * Apron * Dust coat * Face mask * Thimble * Gloves * Low heeled closed shoes |
| 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws * KRA act * Labour laws * Employment act   WIBA |
| 1. Sketching tools and equipment may include but not limited to: | * 30 cm ruler * Assorted pencils * Assorted coloured pencils * Assorted scissors * Cutting mat * Display boards * Dressmakers pins * Measuring scale * Paper scissors * Pin cushion * Safety pins * Set square * Sharpeners * Shelves * Tape measure * Tracing wheel * Weights * Working surface |
| 1. Sketching products and supplies may include but not limited to: | * Dress makers pins * Dressmakers tracing paper * Plain papers * Sketching pads |
| 1. Ladies’ garments to be covered limited to: | * Simple dress * Simple skirt * Simple blouse |
| 1. Basic free hand patterns may include but not limited to: | * Skirt block * Bodice block * Sleeve block |
| 1. Cutting tools and equipment may include but not limited to: | * Cutting shears * Rotary cutting machine * Assorted scissors * Straight knife bland |
| 1. Pattern markings may include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut * Center back and center front * Name of pattern * Seam allowances * Construction lines |
| 1. Garment pieces may include but not limited to: | * Bodice * Skirt * Sleeve * Pockets * Cuffs * Welts * Facings * Yoke * Panels * Pleat backing * Tabs * Pocket bags * Collars and stands * Waist bands * Peplums * Flounces * Insets * Godets * Frills * Gussets |
| 1. Garment construction tools and equipment may include but not limited to: | * Sewing machine * Seam ripper * Tape measure * Iron box * Ironing board * Assorted pin * Pin cushion |
| 1. Garment construction materials and supplies may include but not limited to: | * Fabrics * Interfacing * Linings |
| 1. Garment finishing tools and equipment may include but not limited to: | * Hemming board * Trimmer * Iron box * Over lock * Button holing machine * Button fixing machine |
| 1. Tools and equipment for garment displaymay include but not limited to: | * Window * Shelves * Display boards * Mirror * Hangers * Mannequins |
| 1. Garment images may be taken but not limited to: | * Photography * Scanning * Internet |
| 1. Garment packaging may be done but not limited to: | * Boxes * Drawers * Bags. |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

**Generic skills:**

* Communication
* Interpersonal skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Listening

**Technical skills**

* Sketching
* Free hand cutting
* Construction
* Finishing
* Photography
* Displaying
* Packaging

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Practices in garment sketching and construction
* Finishing of garments
* Creativity in fashion design
* Sewing machine operation
* Fashion design tools and equipment
* Fashion design products and supplies
* Ethical issues in fashion design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria required skills and knowledge and range:

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Carried out client consultation as per work requirement.   2. Recorded clients’ specifications as per work requirement.   3. Took clients body measurements based on the design.   4. Sketched ladies’ ***garments*** based on work requirement.   5. ***Drafted basic free hand patterns*** as per work requirement.   6. ***Developed basic free hand garment pattern pieces*** as per work requirement.   7. Laid and cut garment pattern pieces as per as per work requirement.   8. Transferred ***Pattern markings*** to the garment pieces as per as per work requirement.   9. Stitched garment pieces as per sketched garment design.   10. Finished garment as per work requirement.   11. Displayed garment as per workplace procedure. |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place 2. Access to relevant work environment 3. Resources relevant to the proposed activities or tasks |
| 1. Methods of assessment | Competency may be assessed through:   1. Practical 2. Project 3. Oral assessment 4. Written assessment 5. Third party report |
| 1. Context of assessment | Competency may be assessed in a Workplace or simulated workplace. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CONSTRUCT BASIC GENT’S GARMENTS

**UNIT CODE: 0212 251 03A**

**UNIT DESCRIPTION**

This unit covers the competencies required to construct basic gent’s garments. It involves sketching basic gent’s garments, developing free hand garment pattern pieces, laying and cutting garment pieces, constructing selected garments, finishing constructed garments, displaying and packaging garments.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key outcomes** which make up **workplace function** | **PERFORMANCE CRITERIA**  These are **assessable** statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range***  ***(Passive voice)*** |
| * + - 1. Sketch basic gent’s garments. | * 1. ***PPEs*** are worn as per job requirements.   2. ***Sketching tools and equipment*** are identified and gathered based on work requirement.   3. Client consultation is carried out as per work requirement.   4. Clients’ specifications are recorded as per work requirement.   5. Clients body measurements are taken based on the design   6. ***Sketching supplies*** are identified and obtained based on work requirement.   7. Gent’s ***garments*** aresketched based on work requirement. |
| * + - 1. Develop free hand garment pattern pieces. | 1. Tools and equipment for free hand drafting are identified and gathered as per work requirement. 2. ***Basic free hand patterns*** are drafted as per work requirement. 3. ***Basic free hand garment pattern pieces*** are developed as per work requirement. |
| * + - 1. Lay and cut garment pieces. | 1. Freehand cutting tools and equipment are identified and gathered as per work requirement 2. Garment pattern pieces are laid and cut as per as per work requirement 3. ***Pattern markings*** are transferred to the garment pieces as per as per work requirement 4. ***Garment pattern pieces*** are bundled as per work requirement. |
| * + - 1. Construct selected garment. | 1. ***Garment construction tools and equipment*** are identified and gathered as per work requirement. 2. ***Garment construction products and supplies*** are identified and obtained as per work requirement. 3. Garment pieces are stitched as per sketched garment design. |
| * + - 1. Finish constructed garment | 1. ***Garment finishing tools and equipment*** are identified and gathered as per work requirement. 2. ***Garment finishing material and supplies*** are identified and obtained as per work requirement. 3. Garment is finishedas per work requirement |
| * + - 1. Display and package garment. | 1. ***Tools and equipment for garment display*** are identified and gathered as per work requirement. 2. ***Products and supplies for garment display*** are identified, selected and obtained as per work requirement. 3. ***Garment display area*** is identified and prepared as per work procedure. 4. Garment is displayed as per workplace procedure. 5. Garment images are taken as per workplace procedure. 6. Garment is packaged as per workplace procedure. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variables** | **Range** |
| * + - 1. PPEs may include but not limited to: | * Apron * Dust coat * Face mask * Thimble * Gloves * Low heeled closed shoes |
| * + - 1. Legal requirements may include but not limited to: | * Occupational safety and health Act * EMCA 2015 * NEMA regulations * County by-laws * KRA act * Labour laws * Employment act   WIBA |
| * + - 1. Sketching tools and equipment may include but not limited to: | * 30 cm ruler * Assorted pencils * Assorted coloured pencils * Assorted scissors * Cutting mat * Display boards * Dressmakers pins * Measuring scale * Paper scissors * Pin cushion * Safety pins * Set square * Sharpeners * Shelves * Tape measure * Tracing wheel * Weights * Working surface |
| * + - 1. Sketching supplies may include but not limited to: | * Dress makers pins * Dressmakers tracing paper * Plain papers * Sketching pads |
| * + - 1. Gents, garments to be covered limited to: | * Shirt * Trouser |
| * + - 1. Basic free hand patterns may include but not limited to: | * Shirt block * Trouser block |
| * + - 1. Cutting tools and equipment may include but not limited to: | * Cutting shears * Rotary cutting machine * Assorted scissors * Straight knife bland |
| * + - 1. Pattern markings may include but not limited to: | * Folds * Notches/balance marks * Straight grains * Pattern size * Style number * Number of pieces to be cut * Center back and center front * Name of pattern * Seam allowances * Construction lines |
| * + - 1. Garment pieces may include but not limited to: | * Shirt * Trouser * Sleeve * Pockets * Cuffs * Welts * Facings * Yoke * Panels * Pleat backing * Tabs * Pocket bags * Collars and stands * Waist bands * Insets * Gussets |
| * + - 1. Garment construction tools and equipment may include but not limited to: | * Sewing machine * Seam ripper * Tape measure * Iron box * Ironing board * Assorted pin * Pin cushion |
| * + - 1. Garment construction materials and supplies may include but not limited to: | * Fabrics * Interfacing * Linings |
| * + - 1. Garment finishing tools and equipment may include but not limited to: | * Hemming board * Trimmer * Iron box * Over lock * Button holing machine * Button fixing machine |
| * + - 1. Tools and equipment for garment displaymay include but not limited to: | * Window * Shelves * Display boards * Mirror * Hangers * Mannequins |
| * + - 1. Garment images may be taken but not limited to: | * Photography * Scanning * Internet |
| * + - 1. Garment packaging may be done but not limited to: | * Boxes * Drawers * Bags. |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

**Generic skills:**

* Communication
* People skills
* Time management
* Record keeping
* Telephones handling
* Conflict resolution
* Negotiation
* Analytical
* Problem solving
* Critical thinking
* Listening

**Technical skills**

* Sketching
* Free hand cutting
* Laying skills
* Construction
* Finishing
* Photography
* Displaying
* Packaging

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Practices in garment sketching and construction
* Finishing of garments
* Creativity in fashion design
* Sewing machine operation
* Fashion design tools and equipment
* Fashion design products and supplies
* Ethical issues in fashion design
* Occupational safety and health
* Waste management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria required skills and knowledge and range:

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Identifiedandobtained production tools and equipment appropriately.   2. Checked for serviceability and sufficiency of production tools and equipment.   3. Identified, obtained and allocated production materials and supplies appropriately.   4. Identified production tasks appropriately.   5. Observed occupational safety and health requirements appropriately.   6. Observed production standard operating procedures appropriately.   7. Identified PPEs and used them according to the work place procedures.   8. Consulted client and recorded specification accurately.   9. Sketched the garment according to the specifications.   10. Developed patterns based on job specification.   11. Garment pattern pieces are laid and cut as per standard operating procedures.   12. Transferredpattern markings to the garment pieces as per standard operating procedures.   13. Garment is stitched and finishedbased on type and standard operating procedure.   14. Garment is displayed and packaged as per standard operating procedure and workplace policy. |
| 1. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant assessment environment. 3. Resources relevant to the proposed assessment activity or tasks. |
| 1. Methods of assessment | Competency may be assessed through:   1. Practical 2. Written assessment 3. Oral assessment 4. Projects 5. Third party report |
| 1. Context of assessment | Assessment may be done:   1. Workplace 2. Simulated environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## 