

**REPUBLIC OF KENYA**

**COMPETENCY-BASED MODULAR CURRICULUM**

**FOR**

**FASHION DESIGN**

**KNQF LEVEL 4**

**PROGRAMME ISCED CODE: 0212 254A**

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**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 curriculum will play a great role in developing competent human resources for the fashion Sector’s growth and development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

**PREFACE**

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

CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development 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 the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

**CHAIRPERSON**

**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 were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the fashion National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the fashion sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the fashion Sector acquire competencies to perform their work more efficiently and effectively.

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**ACRONYMS**

PPE’s Personal Protective Equipment

TVETA Technical and Vocational Education and Training Association

**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

## COURSE OVERVIEW

Fashion Design Operations level 4 qualifications consist of competencies that an individual must achieve to enable him/her to provide fashion design operator services. It comprises of sewing machine operations, construction of simple ladies’ garments, Construction Simple of Gents’ garments, Basic Garments production and Decorated Fabrics production.

The units of learning comprising Fashion Design Operations level 4 qualifications include the following.

**Summary of Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **MODULE I** | | | |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| 0212 251 01A | Sewing Machine Operations | 50 | 5.0 |
| 0212 251 02A | Construction basic Ladies’ Garments | 150 | 15.0 |
| 0212 251 03A | Construction basic Gents’ Garments | 150 | 15.0 |
| **MODULE II** | | | |
| 0212 351 04A | Styled Garments production | 300 | 30.0 |
| 0212 351 05A | Decorated Fabrics production | 120 | 12.0 |
| **Sub Total** | | **770** | **77** |
|  | **Industrial Attachment** | **320** | **32.0** |
| **GRAND TOTAL** | | **1,090** | **109.0** |

The total duration of the course is 1090 hours.

**Industrial Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 320 hours in Fashion Design sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE)

**Or**

1. Fashion design operator Level 3 certificate or its equivalent as determined by TVETA.

**Trainer qualification**

A trainer for this MUST:

1. Have a minimum qualification in Craft/ level 5 certificate in fashion design.
2. Be registered by TVETA

**Assessment**

The course shall be assessed formatively and summatively:

1. During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
2. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency
3. Assessment of basic and common competencies shall be integrated in the core units
4. Theoretical assessment shall be integrated in practical assessment and conducted orally in both formative and summative assessments.
5. Theoretical and practical weight shall be 10:90 respectively for each unit of learning.
6. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score
7. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To attain Kenya National TVET certificate qualification in Fashion Design Level 4, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack.

These certificates will be issued by Qualification Awarding Institution

# **MODULE I**

# SEWING MACHINE OPERATION

**UNIT CODE: 0212 251 01A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** 50 hours

**Unit Description**

This unit covers the competencies required to perform sewing machine operations. It involves operate the sewing machine, trouble shoot sewing machine, service and maintain the sewing machine and promoting workshop ethical practices.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Operate sewing machine. | 10 |
|  | Troubleshoot sewing machine. | 10 |
|  | Service and maintain sewing machine. | 20 |
|  | Promote workshop ethical practices | 10 |
| **Totals** | | **50** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Operate the sewing machine | 1. ***PPEs*** and Workshop safety 2. Sewing machine types  * single needle lockstitch * over lock/ serger * double needle(Chain double needle, Fixed bar double needle, split bar double needle) * Flat lock (T-shirt hemming) * Feed of the arm * Buttonholing machine * Button attaching * Bar tack machine * Flat belt machine  1. Sewing machine functions 2. Sewing machine parts and their functions. 3. Sewing machine threading  * Upper threading * Lower threading  1. Sewing machine stiches testing 2. Sewing machine stitch adjustment. | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Troubleshoot sewing machine | 1. Common sewing machine faults. 2. Remedies on the sewing machine faults. 3. Fault finding 4. Fault solving 5. Sewing machine troubleshooting tools and supplies. | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Service and maintain the sewing machine | 1. Sewing machine maintenance. 2. tools, supplies and equipment for Oiling the sewing machine 3. Servicing the sewing machine 4. Maintenance of the sewing machine. 5. Safety. | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Promote ethical work practices and values | 1. Organizational rules and guidelines. 2. Drug and Substance abuse 3. Time Management 4. Integrity   Professionalism   1. Self-Awareness 2. Self -esteem 3. Stress Management 4. Assertiveness 5. Organizational Core Values and beliefs 6. Organizational codes of conduct. 7. Teamwork. 8. Conflict Resolution. 9. Customer Care. | * Practical * Project * Oral assessment * Written assessment * Third party report |

**Suggested Methods of Instruction:**

* Direct instruction
* Project
* Discussions
* Demonstration by trainer
* Practice by the trainee
* Assignments
* Brainstorming
* Case studies
* Direct instruction with active learning strategies
* Field trips
* Instructor lead facilitation of theory using active learning strategies.
* Presentations
* Problem-solving
* Question and answer
* Simulation/Role-play
* Team training

**List of Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **s/no** | **Category/item** | **Description/ specification** | **Quantity** | **Recommendation ratio**  **(item: Trainee)** |
|  | Reference books |  | 5 | 1:5 |
|  | Sewing machines |  | 25 | 1:1 |
|  | Pliers |  | 5 | 1:5 |
|  | Screws drivers |  | 5 | 1:5 |
|  | Manuals |  | 5 | 1:5 |
|  | Tweezers |  | 5 | 1:5 |
|  | Oil cans |  | 5 | 1:5 |
|  | Oil/ lubricants |  | 5 litters | 1:5 |
|  | Spanners |  | 5 | 1:5 |
|  | Alan keys |  | 5 | 1:5 |
|  | Vacuum/blowers |  | 1 | 1:25 |
|  | Testers |  | 5 | 1:5 |
|  | Wiping fabrics |  | 25 | 1:1 |
|  | Internet |  | Stable | 1:1 |

## BASIC LADIES’ GARMENTS CONSTRUCTION

**UNIT CODE: 0212 251 02A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Construct basic Ladies’ Garments.

**Duration of Unit:** 150 hours

**Unit Description**

This unit covers the competencies required to construct basic ladies’ garments. It involves sketch basic ladies’ garments, develop free hand garment pattern pieces, Lay and cut garment pieces, construct selected basic garment, finish constructed garment, display and package garment

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Sketch basic ladies’ garments | 15 |
|  | Develop freehand garment pattern pieces. | 25 |
|  | Lay and cut garment pieces. | 20 |
|  | Construct selected basic garment. | 60 |
|  | Finish constructed garment. | 20 |
|  | Display and package garment. | 10 |
| **Totals** | | **150** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Sketch basic ladies’ garments. | 1. Workshop safety 2. Sketching tools, equipment, materials and supplies 3. Sketching techniques | * Practical * Project * Oral assessment * Written assessment * Third party report report |
| 1. Develop freehand garment pattern pieces. | 1. Freehand drafting Tools and equipment 2. Drafting basic free hand patterns. 3. Development of basic free hand pattern pieces. | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Lay and Cut garment pieces. | 1. Cutting tools, equipment, materials and supplies. 2. Free hand cutting techniques 3. Taking body measurements 4. The basic free hand patterns    1. basic skirts    2. basic blouses    3. basic dresses 5. Fitting special figure problems 6. Bundling techniques | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Construct selected garment. | 1. Garment construction tools and equipment. 2. Garment construction materials and supplies. 3. Sewing techniques:    1. Stitches    2. Seams    3. Garment details    4. Handling special fabrics 4. Garments assembling | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Finish constructed garment. | 1. Garment finishing tools, equipment. 2. Garment finishing materials and supplies. 3. Garment finishing methods and techniques | * Practical * Project * Oral assessment * Written assessment * Third party report |
| 1. Display and package the garment | 1. Display tools, equipment, materials and supplies 2. Identification of product and supplies for garment display. 3. Garment display area. 4. Garment display workplace procedure. 5. Garment photography. 6. Garments packaging. | * Practical * Project * Oral assessment * Written assessment * Third party report |

**Suggested Methods of Instruction:**

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

**List of Recommended Resources:**

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/NO** | **Category/Item** | **Description/ Specifications** | **Quantity** | **Recommended Ratio**  (Item: Trainee) |
| **A** | **Learning Materials** |  |  |  |
|  | National occupation Standards (OS) |  | 1 | 1:25 |
| 2. | Curriculum |  | 1 | 1:25 |
| 3. | Learning guide |  | 1 | 1:25 |
| 4. | Session plans |  | 1 | 1:25 |
| **B** | **Learning Facilities & infrastructure** |  |  |  |
|  | Workshop | 50 M2 | 1 | 1:25 |
|  | Lecture/theory room | 40 M2 | 1 | 1:25 |
|  | Tools and Equipment storage facility | 30 M2 | 1 | 1:25 |
| **C** | **Materials and supplies** |  |  |  |
|  | Brown paper | Rolls | 5 | 1:5 |
|  | Plain paper | 5 reams | 5 | 1:5 |
|  | Assorted fabrics | Calico/ jinja fabric | 5 rolls | 1:5 |
| Tetron fabric | 5rolls | 1:5 |
| Dacron fabrics | 3 rolls | 1:8 ; 1:9 |
|  | Assorted interfacing | Rolls | 2 | 1:12.5 |
|  | Assorted stitching threads | Dozens (small) | 25 | 1.1 |
| Cones | 75 | 1:3 |
|  | Personal protective equipment (PPE’S) | Dust coats | 25 | 1:1 |
| Gloves (pairs) | 25 | 1:1 |
|  | Flat closed shoes |  |  |
| **D** | **Tools and Equipment** |  |  |  |
|  | Sewing machines | Straight sewing machine  Zig – zag sewing machine | 25 | 1:1 |
| 2 | Overlock machine | Neatening machine | 3 | 1:8; 1:9 |
| 3 | Hangers | Metallic hangers/ plastic hungers | 5 | 1:5 |
| 4 | Cutting tables | Proper size and height | 13 | 1:2 |
| 5 | Assorted scissors | Cutting shears | 25 | 1:1 |
| Paper scissors | 25 | 1:1 |
| 6 | Tracing wheel |  | 25 | 1:1 |
| 7 | Tape measure |  | 25 | 1:1 |
| 8 | Seam ripper |  | 25 | 1:1 |
| 9 | Metre ruler |  | 25 | 1:1 |
| 10 | 30 centimeter’s ruler | Plastic | 25 | 1:1 |
| 11 | Thimble | Metallic | 25 | 1:1 |
| 12 | French curve | Wooden | 25 | 1:1 |
| 13 | Hip curve | Wooden | 25 | 1:1 |
| 14 | Assorted irons | Steam and dry irons | 25 | 1:1 |
| 15 | Assorted pins | Metallic | 25 | 1:1 |
| 16 | Tailors chalk | Packets | 25 | 1:1 |
| 17 | Machine sewing needles | Packets | 25 | 1:1 |
| 18 | Hand sewing needles | Metallic | 25 | 1:1 |
| 19 | Bobbins | Metallic | 25 | 1:1 |
| 20 | Bobbin cases | Metallic | 25 | 1:1 |

# **MODULE II**

## STYLED GARMENTS PRODUCTION

**UNIT CODE: 0212 251 04A**

**UNIT DURATION:** **300 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: produce styled garments.

**UNIT DESCRIPTION:** This unit covers the competencies required to produce garment designs. It involves produce styled skirt, produce styled trouser, produce styled short, produce styled blouse and produce styled dress.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Produce styled skirt | 60 |
|  | Produce styled trouser | 60 |
|  | Produce styled short | 60 |
|  | Produce styled blouse | 60 |
|  | Produce styled dress | 60 |
| **Totals** | | **300** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Produce styled skirt | * 1. Personal protective equipment * Dust coat * Safety shoes * Face mask * Thimble   1. Garment making tools and equipmen**t**   **Tools**   * Drawing * Measuring * Cutting * Marking * Basic sewing * Finishing   **Equipment**   * Cutting * Display * Sewing machine * Interpretation of skirt design * Fabric and accessories * Laying of garment design patterns pieces on the fabric   1. Pattern instruction * Folds * Notches/balance marks * Straight grain * Pattern size * Style number * Number of pieces to be cut * Centre back and centre front * Name of pattern * Seam allowances * Construction lines * Scale   1. Garment pieces cutting   **Skirt pieces**   * Back skirt * front skirt * Waistband * pocket   **Types of skirts**   * A-line skirt * Skirt with a flounce * Panel skirt * Skirt with godets | * Practical * Portfolio of evidence * Third party report * Written assessment * Oral assessment |
| 1. Produce styled trousers | * 1. Garment making tools and equipment   **Tools**   * Cutting tools * Marking tools * Drawing tools   **Equipment**   * Cutting * Display * Camera * Sewing machine   1. Trouser design Interpretation   2. Types of trouser      + Pleated trouser      + Cargo trousers      + Flayered trousers      + Fitted trousers   3. Fabric and accessories   4. Laying of garment pattern pieces on the fabric   5. Garment pieces cutting   **Trouser pieces**   * Back trouser * Front trouser * Pockets * Waist band * Pocket facings * Pocket flaps   1. Garment assembly   2. Garment finishing * Hemming * Attaching fasteners * Pressing/ironing * Trimming hanging threads   1. Garment display.   Ways of displaying garments   * Displaying cases * Hangers * Shelves * Dummies * Frames   1. Housekeeping activities * Cleaning of tools and equipment * Cleaning of the work area * Proper storage of tools and equipment | * Practical * Portfolio of evidence * Third party report * Written assessment * Oral assessment |
| 1. Produce styled   Shorts | * 1. Garment making tools and equipment   2. Ways of transferring pattern marks * Notching * Snipping * Drilling * Tacking   1. Interpretation of short design.   2. Selection of fabric and accessories   3. Laying garment design pattern pieces.   4. Cutting garment pieces   5. Construction of short design   6. Garment finishing   7. Displaying of constructed shorts   8. ways of displaying garments * Displaying cases * Hangers * Shelves * Dummies * Frames   1. Housekeeping activities * Cleaning tools and equipment * Cleaning the work area * Proper storage of tools and equipment | * Practical * Portfolio of evidence * Third party report * Written assessment * Oral assessment |
| 1. Produce styled blouse | * 1. Blouse design Interpretation   2. Fabric and accessories   3. Laying garment design pattern pieces   4. Cutting of garment pieces   5. Construction of garment design   6. Garment finishing * Hemming * Attaching fasteners * Pressing/Ironing * Trimming hanging threads   1. Garment display   2. Ways of displaying garments * Displaying cases * Hangers * Shelves * Dummies * Frames   1. Housekeeping activities * Cleaning tools and equipment * Cleaning the work area * Proper storage of tools and equipment | * Practical * Portfolio of evidence * Third party report * Written assessment * Oral assessment |
| 1. Produce styled dress | 1. Dress design Interpretation 2. Selected fabric and accessories 3. Laying garment pattern pieces 4. Cutting garment pieces 5. Dress assembling 6. Dress finishing  * Hemming * Attaching fasteners * Pressing/Ironing * Trimming hanging threads  1. Garment display 2. Ways of displaying garments  * Displaying cases * Hangers * Shelves * Dummies * Frames  1. Housekeeping activities  * Cleaning tools and equipment * Cleaning the work area * Proper storage of tools and equipment | * Practical * Portfolio of evidence * Third party report * Written assessment * Oral assessment |

**Suggested Methods of Instruction**

* Discussions
* Direct Instruction
* Demonstration
* Projects
* Industrial visit
* Practice by trainee
* Question and answer

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No** | **Category/item** | **Description/specifications** | **Quantity** | **Recommended Ratio** |
| **1.** | **Learning materials** |  |  |  |
|  | Reference books | 1. Melita M,N.(2005)Needlework for school(2nd ed)Nelson, Thornes Publisher: Cheltenham UK 2. Aldrich,W.(2011)Metric pattern cutting for menswear 5th ed.Wiley Blackwell Publishers. 3. Aldrich.(2015)Metric pattern cutting for women 6th ed.Wiley Publishers. | 5pcs | 1:5 |
| **2** | **Learning facilities & infrastructure** |  |  |  |
|  | Lecture/theory room | 60m2 | 1 | 1:25 |
|  | Workshop | 150m2 | 1 | 1:25 |
| **3** | **Consumable materials** |  |  |  |
|  | Tailors chalk | Assorted | 2pkts | 1:1 |
|  | Fasteners | Assorted | 25pcs | 1:1 |
|  | Pins | Assorted | 25pkts | 1:1 |
|  | Needles | Assorted | 25pkts | 1:1 |
|  | Fabric | Assorted | 50Mtrs | 2:1 |
|  | Interfacing | Assorted | 5Mtrs | 1:5 |
|  | Stitching threads | Assorted | 25pcs | 1:1 |
|  | Stationery | Assorted | 25pcs | 1:1 |
|  | Trimmings | Assorted | 25pcs | 1:1 |
|  | Brown paper |  | 25pcs | 1:1 |
|  | Plain paper |  | 25pcs | 1:1 |
|  | Twin thread | Assorted | 25pcs | 1:1 |
| **4** | **Tools and Equipment** |  |  |  |
|  | Working surface |  | 25 | 1:1 |
|  | Sewing machines |  | 13 | 1:2 |
|  | Ppes |  | 25pcs | 1:1 |
|  | Assorted scissors |  | 25 | 1:1 |
|  | Tracing wheel |  | 25pcs | 1:1 |
|  | Tape measure |  | 25pcs | 1:1 |
|  | Seam ripper |  | 25pcs | 1:1 |
|  | Meter rule |  | 25pcs | 1:1 |
|  | 30 cm ruler |  | 25pcs | 1:1 |
|  | Set square |  | 25pcs | 1:1 |
|  | Thimble |  | 25pcs | 1:1 |
|  | French curve |  | 25pcs | 1:1 |
|  | Hip curve |  | 25pcs | 1:1 |
|  | Ironing board/surface |  | 3 | 1:8 |
|  | Assorted Irons |  | 3 | 1:8 |
|  | Mirror | Full length | 1 | 1:25 |
|  | Assorted mannequins |  | 3 | 1:8 |
|  | Hangers |  | 25pcs | 1:1 |
|  | First aid kit | Full set | 1pc | 1:25 |

## DECORATED FABRICS PRODUCTION (TIE &DIE AND PRINTING)

**UNIT CODE: 0212 351 05A**

**UNIT DURATION: 120 HOURS**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Produce Decorated Fabrics

**UNIT DESCRIPTION:**

This unit covers the competencies required to produce decorated fabrics. It involves carry out fabric decoration planning, carry out fabric decoration and finish decorated fabrics.

**Summary of Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Learning Outcomes** | **Duration( Hours)** |
|  | Carry out fabric decoration planning. | 30 |
|  | Carry out fabric decoration. | 70 |
|  | Finish decorated fabrics | 20 |
| **Totals** | | **120** |

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Carry out fabric decoration planning | 1. Personal protective equipment  * Apron * Dust coat * Face mask * Safety shoes * Gloves  1. Fabric decoration tools and equipment   **Tools**   * Drawing tools * Basic sewing tools * Cutting and laying tools * Measuring tools * Finishing tools * Displaying tools   **Equipment**   * Computer and accessories * Stencils * Silk mesh * Squeegee * Camera   • Sewing machine   1. Fabric decoration materials and supplies   **Materials**   * Dyes * Photo emulsion * Fabric * Bleach * Assorted threads * Assorted needles * Printing paste  1. Design specification  * Realistic design * Abstract design * Stylized design * Geometric design | * Practical * Portfolio of evidence * Third party report * Written assessment * Oral assessment |
| 1. Carry out fabric decoration | * 1. Personal protective equipment * Apron * Dust coat * Face mask * Safety shoes * Gloves   1. Preparation of decoration ingredients   2. Fabric preparation * Stain removal * Crease removal * Fabric wetting * Bleaching * Scouring   1. Fabric decoration * Tie and dye * Printing | * Practical * Portfolio of evidence * Third party report * Written assessment * Oral assessment |
| 1. Finish decorated fabrics | 1. Fabric oxidation 2. Fabric rinsing 3. Fabric drying 4. Fabric pressing 5. Labelling of decorated fabric 6. Packaging of decorated fabric   3.6.1 Categories of packaging   * Display * Storage * Shipping.  1. Storage of decorated fabric 2. Storage Methods  * Boxes * Hangers * Shelves  1. Housekeeping activities  * Cleaning tools and equipment * Cleaning the work area * Proper storage of tools and equipment | * Practical * Portfolio of evidence * Third party report * Written assessment * Oral assessment |

**Suggested Methods of Instruction**

* Discussions
* Direct Instruction
* Demonstration by trainer
* Projects
* Industrial visit
* Practice by trainee
* Question and answer

**Recommended Resources for 25 Trainees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/No** | **Category/item** | **Description/specifications** | **Quantity** | **Recommended ratio (item: Trainee)** |
| **1.** | **Learning materials** |  |  |  |
|  | Reference books | 1. K.mckelveyand J Munslow, Fashion design process,innovation and practice.John Wiley and sons limited.United Kingdom ,2nd edition 2. K.mckelveyand J Munslow,(2013),Fashion Design reference and specification.Rockport publishers. | 5pcs | 1:5 |
| **2** | **Learning facilities infrastructure** |  |  |  |
|  | Lecture/theory room | 60m2 | 1 | 1:25 |
|  | Workshop | 150m2 | 1 | 1:25 |
| **3** | **Consumable materials** |  |  |  |
|  | Tailors chalk | Assorted | 2pkts | 1:1 |
|  | Stationery | Assorted | 25pcs | 1:1 |
|  | Brown paper |  | 25pcs | 1:1 |
|  | Plain paper |  | 25pcs | 1:1 |
|  | Printing paste |  | 5kgs | 1:5 |
|  | Caustic soda |  | 15kgs | 1:3 |
|  | Assorted dyes |  | 15kgs | 1:3 |
|  | Assorted fabrics |  | 15rolls | 1:3 |
|  | Bleach |  | 15litrs | 1:3 |
|  | Water |  | 15ltrs | 1:3 |
|  | Hydro sulphate |  | 15kgs | 1:3 |
|  | Twine thread | Assorted | 25pcs | 1:1 |
|  | Soaps |  | 5bars | 1:5 |
|  | Detergents |  | 15liters | 1:3 |
|  | Lighter/matchstick | Enough |  |  |
|  | 6 kg Gas cylinder and burner |  | 5pcs | 1:5 |
| **4** | **Tools and Equipment** |  |  |  |
|  | Working stations |  | 25 | 1:1 |
|  | Whiteboard |  | 13 | 1:2 |
|  | Assorted scissors |  | 25 | 1:1 |
|  | Tracing wheel |  | 25pcs | 1:1 |
|  | Tape measure |  | 25pcs | 1:1 |
|  | First aid kit | Full set | 5pcs | 1:5 |
|  | Desktop computers/laptops |  | 5pcs | 1:5 |
|  | Projector |  | 1pc | 1:25 |
|  | Assorted color of whiteboard markers | Assorted | 5pcs | 1:5 |
|  | Mobile phones |  | 25pcs | 1:1 |
|  | Working tables |  | 10pcs | 1:2 |
|  | Rolls Flip Charts |  | 5pcs | 1:5 |
|  | Boxes Assorted Flash Cards |  | 5pcs | 1:5 |
|  | Pegs |  | 5packets | 1:5 |
|  | Assorted clips |  | 25pcs | 1:1 |
|  | Assorted spoons |  | 25pcs | 1:1 |
|  | Sufurias |  | 5pcs | 1:5 |
|  | Measuring jug |  | 25pcs | 1:1 |
|  | Electric kettle |  | 5pcs | 1:5 |
|  | Stirring rods |  | 25psc | 1:1 |
|  | Basins/ buckets |  | 25psc | 1:1 |
|  | Plotter vinyl cutter machine |  | 1pc | 1:25 |